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No. 9

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Notice of change of address must be given 3 weeks in advance and must show both old and new addresses

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Programs for May

When this issue of CHILD-WELFARE MAGAZINE reaches our readers, delegates from near and far will be gathering at St. Paul, Minnesota, for the Twenty-eighth Annual Convention of the National Congress of Mothers and Parent-Teacher Associations, and those who are staying at home will wish to enter into the spirit of this great conference, so the program for this month is based on the central theme:

Training for Parenthood

In addition to the papers, it is hoped that every association will have some sort of May Day celebration, even if it cannot be on the first of the month. It is also suggested that Dr. Sherman's questions should be distributed and answered.

For the High School

1. *The Dean's Opportunity.*
2. *Preparation for Motherhood.*
3. *A New Recreation Suggestion.*
4. *The Growing Discontent.*

For the Grade School Association

1. *A Health School for Mothers.*
2. *What Do We Give to Our Children?*
3. *Living Through Service.*
4. *Human Engineering.*

For the Pre-School Circle

1. *Does the Modern Method Pay?*
2. *Entrance Requirements for Parenthood.*
3. *A Health School for Mothers.*
4. *Questions for a Mother.*

In the President's Message will be found the sequel to the talk of last month and the question to which we must all try to find the answer in the coming year.

The Book Page, which appears this month, will be a regular feature, and will be of great assistance, it is hoped, in suggesting supplementary material for Programs.

The President's Message

OUR GREAT OBJECTIVE

LAST month, by way of preparation for our Annual Convention, we talked of some of the advantages of organization and especially of one of them—the maintenance of a standard through our individual membership and our consequent individual responsibility.

There is another advantage in belonging to a great national body; all the collective force is directed to one end—in our case, child welfare, mental, moral and physical—in home, school and community. And here again the Congress, we venture to think, has an angle all its own from which it approaches its object, so that to us it becomes not merely a beneficent activity applied externally, but a means of solving the great social problems of the day through the co-operation of trained parents, educated teachers and a thoroughly aroused public consciousness. In order to penetrate with the least possible delay the mountain of ignorance and indifference, it is necessary to tunnel from both sides.

There are splendid forces working *for* the public schools; we are working *in* and *through* them. There are great organizations spreading information regarding better health, better homes, better communities throughout the length and breadth of the land. We are the men and women who need and want that knowledge, and with us lies the power to bring the two together. The best school in the world can do little that is of permanent value for a child whose parents cannot or will not supplement its efforts. The best school in the world wastes time and energy and money if it must spend them in remedying the damage wrought by the ignorance or indifference of the home. The best school in the world cannot hold to its high standards the boys and girls who go out from it into a community which feels and exercises no responsibility for their moral and physical welfare.

Trained parenthood is the foundation of our work, and when we are honestly trying to become better parents, then, and then only, are we justified in asking the teachers to join us by developing in their profession a greater number, not only of technically skilled instructors, but of what is of far greater importance, trained *men and women*, who teach because by that means they may contribute their share to that which they have most at heart—CHILD WELFARE.

That our object may be specified to be trained parenthood does not signify that our interest in parent-teacher co-operation takes a second place, for the parents who realize the full extent of their "job" know the truth of the saying, "the home is where the child is," and recognize that their task is only one-third accomplished when home conditions have been made ideal. Upon the parents rests also the responsibility for the Board of Education which they elect; for the school and its equipment, and for its teaching force; for the community, with its playgrounds—or its lack of them; its dance halls, its theatres and its "movies." As citizens engaged in the all-important business of developing the next generation of Americans, they will demand in every branch of a child's education, be it in home, school or community, the conditions which will make it possible to achieve their aim.

The Illiteracy Conference has adopted the slogan: "No Illiteracy in 1935!" What time limit shall we set for the eradication of parental ignorance?

MAY DAY AND CHILD HEALTH

May Day is so associated with health, the freedom of outdoor life, spring buds and growing things, that the American Child Health Association is fostering it as

a special occasion to call the attention of the public to the importance of child health. May Day will be Thursday, May 1st. The President has endorsed the idea. State governors have been asked to make May Day proclamations, and the press, the motion picture industry, and the radio corporations have been enlisted to proclaim the day. Schools, churches, business men's clubs, and women's organizations are being asked to take part.

That infant mortality has been reduced by one-half in the past twenty years proves what can be done by concentrated effort. But the United States still ranks sixth among the nations of the world in its death rate of young children; while the fact that it is seventeenth as to loss of mothers in childbirth is a national disgrace.

The American Child Health Association and other agencies organized for the study and promotion of child health can point out how these things can be remedied. But we must have an awakened public conscience to work the reform. So May Day is to be the occasion for emphasizing child health, not as the concern of the professional workers alone, but as the responsibility of every citizen.

Whether the observance of May Day takes the form of a play or pageant given by the children themselves or of a public meeting of parents to consider definite ways of promoting the health of the children in their community, it should lead to plans for constructive work. Although the time is short, we can at least take the first steps in interesting the public in a well-rounded child health program.

MARGARETTA WILLIS REEVE.

SYNONYMOUS

A ship with no rudder.

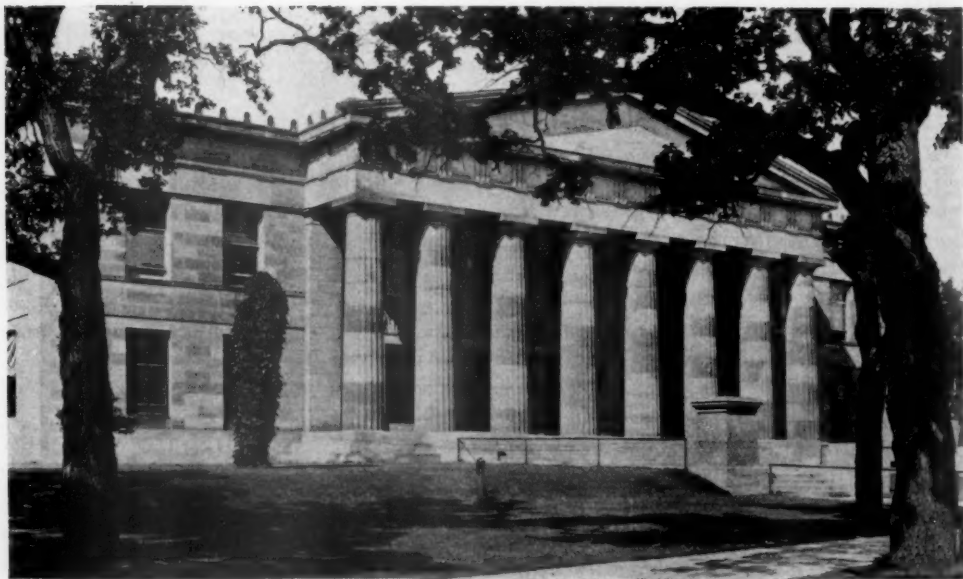
A walk with no destination.

An automobile with no steering wheel.

A horse without a bridle.

An organization with no big objective.

—*The Kablegram.*



On the Campus, University of Minnesota

THE DEAN'S OPPORTUNITY

BY EDITH C. BRISTOL

An address delivered before the Joint Meeting of Deans of Women and the National Congress of Mothers and Parent-Teacher Associations, Chicago, Illinois

TO BRING about a fruitful relation between the school and the community is only one of the problems—and perhaps the largest—of that baffling and all-pervading American question—how to make democracy function.

It is doubtful whether as a nation we have yet admitted to ourselves that our venture in democratic government is the most difficult one ever conceived and undertaken by any people. We have only begun to realize that not alone by voting should the citizen function in national and community life. We have allowed citizenship, especially in the urban communities, to become, for the most part, a feeble perfunctory performance of those duties which our forefathers undertook with serious pride.

And for parents it chimes well with the hurry of contemporary life to believe that schools with their impressive equipment and staffs of special teachers have no need of public interest beyond the voting of the tax. Yet in the beginning of our great adventure as a new nation, the faith of the people was staked upon the public schools as the means by which the guiding principle of its life was to be maintained. The vast sums being spent in buildings and equipment are evidence of the continued existence of that faith.

It is perhaps natural that civic responsibility toward the final purposes of education should grow lax, in a period of complacent pride in such achievements, and that a young nation like ours should, for a time, mistake the shadow for the substance, especially when the "shadow" is often so tangible and the "substance" is still an ill-defined, elusive desire for human progress, obscured and often forgotten in the urge of personal achievement and advantage.

But the period of complacency is now rapidly giving way to one of questioning

and discontent. It is beginning to be perceived that there are grave dangers in putting into the hands of a small group of citizens, often with no training and little outlook for the task, the management of all those concerns which may make or mar the life of the school. It is also becoming evident that parents have been expecting too much of teachers, and teachers too little of parents.

In the days when schools were small, the schoolmaster was a daily participant in community life. He knew the families of his pupils and his consideration for each child was shaped by that knowledge. Now we have mass instruction in huge buildings, with a growing standardization that is appalling when one thinks of the great variation in the individuals subjected to the same requirements. Parents and teachers alike live hurried lives, with few contacts, or more often, none at all. Feeble citizenship is being followed by a weakened conception of parental responsibility, not at all difficult to account for in the commercialized atmosphere of city life—and still easier to understand if one thinks of the usual impatience of teachers at what they sometimes term "parental interference" when visits are made at school.

But if school is to be anything more than the transmission of technical skill from one generation to another, this attitude ought to give way to the realization that the visit of a parent is an opportunity. If we believe in education as an attitude toward life rather than a technique for earning a living, as a power which will enrich the possessor with the beginnings, at least, of an appreciation of those ideals and values which make for fine living, then we should find pleasure in translating into every-day terms, for parental visitors, the purposes that lie behind our work. It may be greatly questioned whether any plans of ours that cannot be so translated

are of value. We must realize that preoccupation with the affairs of school tends constantly to keep us from envisaging the community which we serve. Our teaching of single subjects endangers our keeping in mind the main objectives of education. If we can put aside the egotism which can so easily beset us, and see the futility of too much faith in our singlehanded efforts, we shall make use of the criticisms expressed by parents to build up a better mutual understanding and to encourage a democratic participation in community life.

Many of the questions which the school should face today are too big and complicated to be left to the decision of any single group. The teacher needs the interplay of thought on his ideas which can only be furnished by the ablest members of his community. And he needs their assistance, also, in stimulating the whole group to a knowledge of the needs of the schools, not merely in equipment, but in social ideals.

And just as we have learned that the restless turbulent child, from the very fact of possessing abundant energy and courage, has a prospect of greater usefulness and achievement, and is for that reason well worth renewed efforts to enlist his understanding, just so a dissatisfied parent, from the very fact that he will come and make known his opinions, instead of stating them only where no good results can follow, is worthy of a welcome and a full discussion of the causes of his dissatisfaction. We should never forget that a formal education, however, impressive as to degrees, can never put us beyond the need of the parents' knowledge of the child, when the parent is a person of intelligence and sympathy.

If a frequent interchange of opinions between the school and the community could take place through an increasing participation on the part of students in the democratic management of school affairs, and through a similar organization of parents and teachers who saw clearly what might be achieved by them, we should not as now be laboring under the weight of misunder-

standing and disapproval too often merited—we could then be helping some parents to a larger outlook, and receiving from others, the most valuable kind of help and co-operation in furthering changes which we know are needed. We should then be in a larger sense, servants of the public, and not as now, employees of a small group of officials whose preoccupation with the business management of schools frequently makes them lose sight of the largest questions of education. Who, if not parents and teachers working together, is going to find the solution of such questions of education, as how to produce the normal development of the child in our abnormal city school environment; how to overcome the growing indifference toward school of not only the dull but the bright student; how to prevent the gradual lowering of standards of achievement. Who is going to work out the vexed question of the proper co-operation between the junior and senior high schools? Who will awaken indifferent parents to greater vigilance, if not the wise parents working with the teachers? Ought not teachers, of all people in the world, to be the first to see that education is a continuous process throughout life, that all people are gradually acquiring new attitudes and laying aside old ones, and that our field is not merely our school rooms, but wherever opportunity makes possible an interchange of ideas?

What can the dean do to promote this closer relation between the school and the community? Her opportunities doubtless differ much in different schools. She may meet only such mothers as come to talk over a daughter's special needs, or she may (as in the case of the writer) concern herself, so far as time permits, with all students whose failures in scholarship or citizenship have assumed such serious proportions as to make an interview with parents advisable. She may meet parents who come to discuss changes in program or college entrance requirements, or special concessions needed because of ill-health. All such contacts are opportunities. From such beginnings, an increasing number of parents and teachers may be brought to

see that the school will profit by their united interest, brought about by an interchange of ideals, and that the real life of the community centers in the school, and should radiate in all directions from it, since it is there that expression is given to new interpretations of life, which finally manifest themselves in new goals in education.

And because the mother is the representative of the home in determining the plans for the child in the school, and the dean performs in the school, similar functions for those most in need of it, it is natural that she should act as one of the main connecting links between home and school in a parent-teacher organization or mothers' club.

To perform such a service adequately, she needs a point of view which includes the larger purposes of education as well as its more immediate aims. She must have a knowledge of her community, and of the need of a constant interplay between it and the school. She must be ready to encourage mothers to talk to her as fully as they may wish of the many baffling problems connected with girls. She must be able to express a harsh truth in a kindly fashion and be willing to listen to a full expression of causes of dissatisfaction with the school, so that she may judge more wisely how her help should be bestowed and where changes, if any, are needed for the good of the student; she must defend the school only so far as faith goes with her defense—if conditions are wrong, she must not shirk the truth, but in many cases she will probably be able to show that they are not so much due to the fault of the teacher as to conditions beyond her control in which the community ought to bring about a change.

She can show the need of community co-operation in social activities of young people outside of school hours; the urgent need of maintaining sensible standards of dress for girls at school, and of making study hours a first consideration on those days when school is in session. She can encourage mothers to discuss the standards that ought to govern the relations between

boys and girls at school, on the street, and at social events. And gradually, as interest awakens and mothers begin to get the habit of coming together for such discussions, she can suggest for their attention, some of the larger questions that ought to be wrestled with by every community if it is to have any clear convictions as to what constitutes the real welfare of its youth.

Lest I should seem to be adventuring wholly in the "Land of Make-Believe," I shall mention what has been attempted by a group of mothers in a large city school. They were first brought together through the invitation of members of the senior class to their mothers to have tea together. They found the occasion so pleasant that they formed a temporary organization, to be ready to assist as chaperones, and to raise a gift for the scholarship fund of the school. As the end of the term approached, they decided to make their organization permanent and to invite all women who had children in the school to become members.

They have tried many things in which they have had, as yet, only partial success, but the very indifference of those who should co-operate with them has been proof of the need of their efforts, and has stimulated them to persistence in face of many discouragements. They have accomplished some notable things and have others under way that are bound to bear rich fruit in time. I shall undertake only a very brief statement of what they have attempted:

1. They helped to do away with too elaborate dressing on the part of girl graduates on Commencement Day.

2. Each term they have invited all mothers of new students to join the club.

3. They have had printed for the help of parents booklets containing an address by the principal and one by the dean, which contained information and advice designed to help to prevent new students from failing.

4. They have contributed a substantial gift each term to the Scholarship Fund, which has kept a number of girls in school who must otherwise have gone to work.

5. They bought a piano and other equip-

ment much wanted in several departments when the Board of Education could not understand the urgency of the need.

6. They have assisted in getting employment for students who needed it to enable them to remain in school.

7. They have sponsored and chaperoned a bi-monthly community center, where good films were shown and dancing was possible.

8. They have tried to impress upon the Board of Education the need of several changes in school equipment.

9. They maintain an open forum for the discussion of questions relating to school. Last year they had a printed program, so as to center these discussions on questions of greatest importance.

10. They have supported the movement of the teachers of the city for adequate salaries.

11. They have tried in a variety of ways to bring about a closer relation between the teachers and the parents with many indications of success.

12. They have invited the teachers and principal of the junior high school to meet with those of their own school for the discussion of ways of increasing co-ordination between the schools. This meeting has had valuable results in making clear that conflicting policies in the junior and senior high schools were more to blame for the unfavorable results than the shortcomings of executives or teachers in either school. They have thus "cleared the air," and can now pass on to a consideration of what ought to be done either to harmonize these conflicting policies or to provide

other means of continuing the education of students unfitted to enter the senior high schools.

They have written several letters to the Board of Education, setting forth their convictions as to needed changes, some of which would be far-reaching. Two members of the Board have attended some of their meetings. Although these recommendations have not been acknowledged, they are not yet discouraged.

These things are only beginnings, and no one can be certain whether continued growth and strength will attend the efforts of a few farsighted women to arouse their community to its responsibilities. It is a task which requires patience and persistence and deep-rooted belief in the intrinsic worth of human beings, regardless of occasional discouraging manifestations. Democracy as a faith is being put to the test. Like all great ideas, it is capable of ever-changing and expanding interpretations, and it is peculiarly the duty and responsibility of teachers and parents working together to make those interpretations as the need arises. This task we teachers must always be ready to assume, and if our faith in democracy be real, we shall be ready to undertake it daily—trying to recognize it under the many guises in which it will appear.

Democracy began in individual participation in small communities, and has never yet played its full part in large ones. Its very essence is discussion, interchange of ideas, a gradual welding of seemingly opposed purposes into a policy of action that can win the approval of the group.

MAY

*Oh, what a joy! along fresh winking rills
Creeps the young green; the swallows, many a one,
Turn their far-travelled wings, and daffodils
Are merry in the heart-reviving sun.
The wind flower and the violet o'er the hills
Find footing here and there, and every dun,
Old, dreaming bough prepares, on stem and spray,
To fling abroad the gonfalon of May.*

—Anne Whitney.

A HEALTH SCHOOL FOR MOTHERS

BY RUBY A. BLACK

TO KEEP the well child well, the mothers must be educated in the care of the body. If the mothers can't go to a school, a school must go to the mothers. Thus reasoned the Bureau of Child Welfare of the Wisconsin State Board of Health, and of their reasoning came forth the Child Welfare Special, a motor bus which travels through the rural districts of the state carrying a physician and a nurse to examine children of pre-school age and to instruct mothers in hygiene and the prevention of disease.

Children known to be sick are not permitted to visit the Child Welfare Special during the hours when well children are being examined. This precaution is necessary as a protection to the children not diseased. Upon the request of local physicians, however, the doctor and the nurse have examined sick children by special appointment after the well children have gone home. No medical or surgical service is given, since the purpose of the Special is to teach mothers to care for their children in the most intelligent way, and to help mothers to discover correctible defects. If defects or diseases are found in children, their parents are advised to take them to their family physician for treatment.

The unique mechanical feature of the Wisconsin Child Welfare Special is its heating plant, designed for it by John White, State Superintendent of Heating.

The Federal Child Welfare Special is handicapped by the lack of adequate heat. Due to Mr. White's genius as a heating engineer, however, Wisconsin's traveling health center never has to be closed because it is too cold to be comfortable. The fact that the Special is in storage for four months of the year is due, not to the lack of heat in the bus, but to the danger of its being held up on the road by snows and storms. The car is heated by three hot water radiators, one placed in the driver's cab and two in the examining room. The boilers are at the front and rear of the car, under the floor.

The examining room of the Child Welfare Special is six feet wide by eleven feet long. Tail gates open out to form a dressing room, adding three feet to the length of the car. The driver's cab is closed in and the seat removed to form another dressing room. Dome electric lights illuminate the car. Some of these may be connected with a regular circuit when the Special is stationed in a town



Mary Being Weighed and Examined

which has electric lights. Others are connected with the car's storage battery. Underneath are storage boxes, cots, and pails for the drain. A generator is also provided so that the health film carried may be shown on the Special's moving picture machine when it is desired. The removable and adjustable seat in the driver's cab becomes a bed for the chauffeur at night. Adequate bedding is carried.

Thoroughly equipped for examination and measurement, the examining room suffers no inconveniences from being itinerant. The examining table had a device on top for measuring babies, and drawers underneath for carrying supplies. A stationary washstand, three chairs, a cabinet for storing bulletins and charts, and scales with a scoop for weighing infants are the other furnishings. A thermos bottle, an urinalysis outfit, and outing squares for wrapping the children complete the equipment. Toys are carried to keep the youngsters happy while they are waiting. Antiseptic solutions keep these harmless, and only toys which cannot be injured by the solution are used.

Dr. Blanche Rivers devotes her entire time to the work of the Special. Service in the Special is offered to the public health nurses in the state for one month each, and many counties permit their nurses to take advantage of this offer to gain valuable experience throughout the state. During the four months when the car is not in operation, Dr. Rivers holds two- and three-day follow-up conferences in the communities which the Child Welfare Special has visited during the year.

In the first year, the Wisconsin Child Welfare Special visited thirteen counties, staying from two to three weeks in each county, and from one to three days in each community, working five days a week. The doctor and the nurse examined last year 4,400 children, and found 590 of them normal. A survey is now under way to determine to what extent mothers have taken the advice of Dr. Rivers in having defects attended to and in following the instructions for feeding and care. About forty children are examined every working day, although some days fifty are taken if the Special cannot afford to stay longer.

The advance work of the Special is done by a committee of women usually appointed by the County Health Committee, which is an official organization. Active club women are generally chosen because of their experience in organizing. These women do all the advance publicity and make out the schedules. A motion picture

has been taken showing the work of the Child Welfare Special, and this film is usually shown in the local theaters or in the schoolhouse. The committee puts notices in the papers, and gives mothers the opportunity to make definite appointments for the examination of their children. Sometimes through the agency of the county nurse and the County Health Committee, local papers run regular health columns, and in these columns extensive publicity is given.

On the days of the Special's visit, from every direction, in every sort of conveyance, in varied and interesting array, these pre-school children gather, escorted by their mothers or fathers. Some of them are all dressed up as if for a birthday party; some of them come with their mothers and fathers direct from field and kitchen and dairy. Buicks, hay wagons, flivvers, buggies, carts, foot-power, bring them in. One father who appeared with his child when the mother had made the appointment apologized because his wife could not come.

"We had another baby this morning," he explained.

Another man, however, sat on the street corner and proclaimed loudly that the idea was all bunk, that it was all foolishness to spend the people's taxes that way, that the women didn't need and didn't want any such help with their children. But all the time his own wife was there having her children examined and finding that they had defects needing attention, and that she had not known all she should have known about the way to care for the bodies of her children and to keep them in the best condition.

The whole purpose of the work is to teach mothers to prevent sickness that is due to bad care or removable defects. This itinerant "school for mothers" is the only place most of the rural and small town mothers have to go to find out the things they should know about the care of their children. There are not enough rural physicians to keep the well child well. Most country doctors are overworked in their efforts to cure the sick.

The physicians of the rural districts did not encourage undertaking such work. They were doubtful of its value. They could not see where it was needed. They were invited by Mrs. Mary P. Morgan, head of the Bureau of Child Welfare, to visit the Special during its stay in their communities. Thirty physicians in the thirteen counties visited came to look over the work being done. Letters from them are almost unanimous in their praise of the work. Many of them report that the examinations given by the Child Welfare Special have resulted in their having children brought to them to have defects corrected who otherwise would probably never have come. One doctor among those least enthusiastic admitted, however, that Dr. Rivers had discovered cardiac trouble in his little daughter which he had never before detected, and "gave them credit."

At present seventeen county maternity and infant welfare centers are in operation, and ten of twelve counties are on the waiting list, ready with their rooms, equipment, and local committees, and will go into operation as soon as the state can provide a physician for one day out of thirty and a nurse for one week out of four. Mrs. Morgan expects to be able to establish thirty-

five or forty centers within the next two years. A monthly pre-natal letter service is given to expectant mothers. Many of these mothers are women who have brought their other children to the Child Welfare Special. Others are in the care of physicians who send their names to the State Board of Health.

Within five years the Child Welfare Special will have visited all the seventy-one counties of Wisconsin. It will then be offered to one county to keep for one month to demonstrate what such work could achieve in one county in continuous operation, with the hope that many counties will provide Child Welfare Specials of their own.

In the meanwhile, some 25,000 children will have been given complete, stripped examinations; records will have been made of their measurements and of the condition of their teeth, tonsils, eyes and vision, ears, noses, speech apparatus, glands, skins, bones, muscles, lungs, hearts, nutrition, and nervous systems; whatever defects they have will have been called to the attention of their mothers; and the mothers of these 25,000 future citizens will have attended, voluntarily, in definite search for instruction, a health school of the highest order.



Wisconsin's Traveling Clinic Ready for Business, with a Few Clients Waiting

WHAT DO WE GIVE TO OUR CHILDREN?

BY ORVILLE T. BRIGHT

Superintendent of Schools, Dolton, Illinois

THE storm raged outside; the sleety snow beat a steady tattoo against the window-panes. The children in bed, Molly and John and the Doctor seated themselves before the fire and drew into closer communion with each blast of the wind down the great chimney.

"The trouble with you, John and Molly, is that you do not give to the children enough of yourselves," began the Doctor, "It is a common failing with American parents these days."

Molly's eyes flashed with indignation. "Not give them enough of myself! Well, I like that! I do nothing but cook for them, sew for them, make beds and clean for them, slave for them from morning till night. I rarely even sit down in the evening but I have a lapful of darning. I'd like to see any woman with three children who gives more of herself to them."

The Doctor smiled as John added: "And I; why I work all day and often bring extra work home that I may earn more for them. Don't I furnish the money to buy their clothes? They have an abundance of toys, and this lovely home to live in. I don't see how I could do more."

"I didn't say you don't slave for them," the Doctor continued. "Slavery is involuntary servitude. The things you have mentioned the law would require of people in your circumstances. I said that you do not give them enough of *yourselves*. You do not know them and they don't know you. To you they are dear little people who have to be clothed, fed, tended in sickness, made to put on their coats, brush their teeth and wash their faces and necks. Their noise, at times, irritates you. There are disagreeable moments when they must be punished. That is all the brutish side—any parent animal does as much to the limit of its ability. What I referred to is the communion of the soul. What do you know of that which goes on in the minds and hearts of your children?"

"They talk to me when they come home from school," said Molly. "The girls tell me all that goes on."

"Yes, and Junior tells me about his play and his school. I often help him with his home work. I do sometimes think the children are not very appreciative of what we do for them, of the sacrifices we make for them. I have gone without a new overcoat that they might be dressed well!" said John. "Only yesterday I sent them all to a movie and not a word of thanks did I get. They didn't even tell me about the show."

The old Doctor turned his wise, sad face to the fire. There was silence broken only by his deep-drawn sigh and the howling of the night wind outside. Then he spoke again.

"These are still only creature things. What do you know of their souls? How often do you really commune with them? You say that they tell you what happens at school; how much time do you give each day to the study of your children as individuals? In your business, John, you study carefully each new client. When you meet men you strive to learn the inner workings of their hearts. That is what is making you so successful. Do you study your children so?"

"You speak of sending them to a movie. Had you studied that movie first? Did you know, before you sent your children there, just what effect it might have on their souls? They are very young and their little minds are as absorbent of new impressions as sponges are of water. Like sponges, they do not discriminate in what they absorb. Are you equipping them to judge right from wrong? You know how they react to the emotions they see pictured. Movies are written for grown people. I doubt if any scenario writer yet has given a moment's thought to the effect of his play on the lives and characters of the children who will sit and absorb it.

When your children came home did you make any effort to look into their youthful minds to discover what seeds had been planted there?"

The parents sat in thoughtful silence, waiting for the Doctor to go on.

"You say, Molly," he continued after a long pause, "that you work for them from morning till night. How often do you take an hour, or even a half-hour to spend with your little people—to play with them, talk with them and to be a part of their lives? How do they regard you? I heard you yesterday chiding Helen because she sulked when you asked her to help you. Have you made any effort to make them love you so much that they *want* to help you? Children don't love their parents because they feed them, and clothe them and tend to them in sickness; they love them, *really* love them, for what the parents give them of themselves—for understanding, and sympathy, and communion of the spirit. Haven't you, loving them with the infinite love of motherhood, just taken it for granted that your complete self-sacrifice will bring to you their love? Do they regard you as a mother, as a pal, as some one essential to their inner lives? Or are you simply the cook, provider of meals, darning of stockings, and nurse? Do you ever stop to consider how your children are regarding you?"

"I don't know that I have," answered Molly. "Of course, while I am ironing and mending, I talk to the girls. When I work in the kitchen the boys come in and sometimes ask me to tell them stories. I never thought before as to just how they might regard me. I suppose I have just taken their love for granted. I know I have thought they were pretty selfish."

The Doctor continued: "I noticed you, John, to-night when you came home. I grant that you were very tired. That Moran murder case must be a trying thing. But, when the children ran to meet you and Junior tried to startle you by yelling 'Boo!' from behind the door, you roughly ordered him to 'Cut it!' Of course you didn't stop to realize that your homecoming was an event to them, that for half an hour

before you came the children had been watching for you. You didn't stop to think that Junior had planned that ambushade for some time before you came into the house. You didn't see the look on his face as you ordered him out of the way. If you had it would have broken your heart—that is, if you had understood its meaning. One rebuff like that will not be effaced by a dozen pleasant homecomings. Not that the boy will hold it against you consciously, oh, no, but for some time to come, when he plans a grand surprise for his Dad, the memory of to-night's rebuff will emerge from his sub-conscious mind and between you and your son will have arisen a wall—not strong nor high as yet, but the beginning of a true barrier between his inner self and yours.

"Then after supper, when the little girls asked you to read them a story and you told them you were too tired, you set up a wrong impression. Here you stretched in your chair all comfortable with your evening paper. Were you *really* tired, or was it not just thoughtlessness and a little bit of selfishness? Whatever the cause, did you stop to realize that you were losing a precious little moment that was your divine right, of communion with your children? You did not. Every moment you can spare to your children is not merely a duty, it is a sacred privilege. To-morrow night they may ask you again, for children are naturally persistent, but if there are many refusals they will cease to ask for your company at bed-time and your opportunity will have slipped away. Had one of them been at death's door would your fatigue have mattered? Would you then have refused to read a story? Would not every moment become of immeasurable value?"

Molly, loyal little wife, sprang to the defense of her husband.

"But, Doctor, John *was* all tired out. He needed to relax. The children tire and irritate him when he has worked so hard. They must realize that."

"Yes, Molly, so I heard you tell them in the kitchen, when Jane, with tears in her eyes, said that Daddy would not read

them just one little story. You spoke a few minutes ago of feeling sometimes that your children were selfish. Our children learn far more from our actions than our preachings. You have worked hard to-day. This morning you performed your usual household duties and then scrubbed the kitchen floor because you didn't like the way your laundress does it. Then you sewed for an hour or so on Helen's dress. After luncheon and the luncheon dishes you ironed for three solid hours. Then supper and supper dishes. I suppose if I were not here you would be darning stockings while John read his paper. You have had the children all afternoon after school, and three children hanging on your spirits on a stormy day is no joke. Then you came home, John, and never even offered to help. You were tired, so you sat down after supper to ease and relaxation while Molly slaved over her eternal dish-washing. Small wonder that Junior objected so strenuously to wiping the dishes and wanted to come in here and read his library book. His book was just as important to him as your paper to you.

"And you, Molly, not only let him do it but you aided and abetted his selfishness, for I overheard you telling the children that 'poor Daddy was tired and must not be disturbed!' What about poor Mother, working in the kitchen?

"Thoughtlessness, my dear children,

thoughtlessness! And done with the best of intentions, but don't you see the lessons you are teaching your children? You, John, have unconsciously impressed on the minds of your children—that weariness must be sympathized with and pitied in the father but not thought of in the mother. Such self-sacrifice may be noble, Molly, but it is bad training for your children."

The Doctor rose to take his leave.

"Well, my dear friends, I am afraid I have spoiled your evening with my preaching. These things have impressed themselves so strongly on my mind that I could not resist the opportunity of talking about them. I have lived a long time, and have seen much of human nature. The world is suffering from many ills to-day, but the ill of thoughtless parenthood is the root of what's wrong with America's children. I hope I have helped you. Now go to bed and to sleep and take a fresh start in the morning."

After the Doctor had gone John and Molly tiptoed upstairs, hand-in-hand, into the children's sleeping room. There were tears in their eyes as they looked down on the unconscious, precious little beings—John pressed Molly to his breast tenderly.

"Let us begin to-morrow, dear, and let no opportunity slip by to make ourselves a part of the souls of our children." Molly drew his head down to hers and the kiss was a pledge.

WHAT TO SEE

BY HILDA D. MERRIAM

National Chairman of Better Films

NOTE.—A carefully compiled list of 250 of the best films of the past two years has been prepared by the National Chairman, and may be procured from the National Office, 1201 Sixteenth Street, N. W., Washington, D. C., for ten cents a copy. None of these films are out of date, but are being shown at present all over the country.

HIGH SCHOOL AGE:

Harold Lloyd in "Girl Shy" (Pathe).
Powder River.

Douglas MacLean in "The Yankee Consul."

George Beban in "The Greatest Love of All."

Happiness (Laurette Taylor).

Ice Bound—Lois Wilson and Richard Dix.

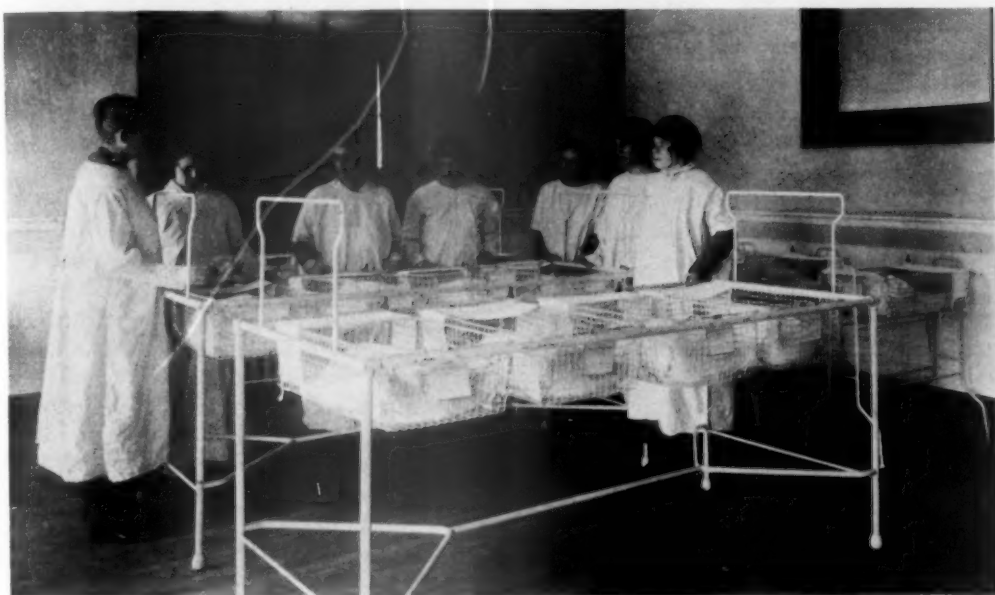
FAMILY:

America (D. W. Griffith).

Peter Stuyvesant (Yale).

Daniel Boone (Yale).

Under the Red Robe (Goldwyn-Cosmo.)



In the Nursery

PREPARATION FOR MOTHERHOOD

BY EVANGELINE W. YOUNG, M.D.

The most important consideration in a home is the family; and the most important function of a family is to bring up children. It is the purpose of the Garland School to provide the possible homemaker with an intelligent attitude toward and understanding of marriage, parenthood and other responsibilities of a home. Contributing to this end, Dr. Young conducts a course in the physiology and hygiene of motherhood and childhood.—*Margaret J. Stannard, Director, Garland School of Homemaking.*

THE physical care of the child during its pre-school period largely determines the health of the adult. In a school dedicated to training young women to be home makers this work should be of a practical nature, and in developing it at the Garland School, theory has been supplemented by actual observation.

The texts used are the excellent pamphlets prepared by the Children's Bureau, Washington, under Julia Lathrop and Grace Abbott. Class-room instruction includes a discussion of birth registration and care of the newborn infant. For observation, small groups of students are taken to a maternity hospital where an infants' nurse gives a lecture, demonstrating the weighing, bathing and dressing of a baby, taking of temperature, and care of scalp, eyes, mouth and other parts. This demonstration is entirely informal and a

general discussion is carried on. The students are admitted to the nursery, where they see how babies from three to four hours old up to one month are cared for. Usually there are one or more premature babies (incubator cases) which furnish object lessons in special methods of feeding and care. Later lectures take up weaning, modification of cow's milk and the general subject of nutrition, aided by demonstrations in the food laboratory. Acute infectious diseases of childhood and methods of protection are discussed.

For work with older children, students are assigned in twos as clinical secretaries in the Children's Department of the hospital. Their work includes interviewing the mothers and taking histories of cases, and later, assisting the nurse at weighing the children, and watching the doctor make examinations and outline treatment.

Thus they see the results of bad feeding habits in the undernourished babies with rickets, found in every child clinic, learn the methods for correcting them, and watch the improvement under correct diet. Also they see children who suffer from neglected teeth, diseased tonsils and adenoids, and from lack of proper bathing, clothing, sleep, etc.

Before attending the clinics the students are instructed to observe personal habits similar to those employed by nurses, doctors and social workers to protect themselves from contact with any conditions of a contagious nature. They see children vaccinated, and treated by the Schick Test for determining susceptibility to diphtheria.

In the School itself, at certain times pupils have had children for daily observation. When possible, this phase of child study is supplemented by having each student "adopt" a small child in the home of some relative or friend, and observe it at regular intervals, its gain in weight, all its little indispositions and new accomplishments being noted.

A very valuable exercise in this course is the observation of the habits of nursemaids. Students are sent out by twos for a walk through a district frequented by nursemaids with children, with instructions to observe the way in which they are caring for their young charges. A written report is made, and notes compared in class. The students are keen critics, and detect quickly the well-trained attendant who organizes group pastimes for children, as contrasted with the nursemaid who gossips with other maids and leaves the children to wander aimlessly about and get into mischief.

Emphasis is always placed upon ways for keeping the child well and happy, and upon the necessity for observing the simple rules which govern all healthful living. In addition, lectures are given upon the subject of woman's general personal hygiene as a necessary preparation for successful motherhood, for it is the firm conviction of the writer that this may be experienced only by obeying the essential laws governing health, not only during the prenatal period but also during the prenuptial years of preparation for motherhood.



A Class in Observation

COLUMBIA UNIVERSITY'S HOME STUDY COURSES
ONE STUDY COMPLETE IN ONE MONTH
PSYCHOLOGY

II. THE NERVOUS SYSTEM

BY DR. EDITH MULHALL ACHILLES

We present this month the second of a course of six lessons in Elementary Psychology by Dr. Edith Mulhall Achilles of the Home Study Department of Columbia University. This is one of the series of ten courses based upon the regular Home Study Courses of Columbia University. Each is complete in six lessons. These lessons are presented to the readers of CHILD WELFARE by special permission of Dr. Achilles and the Home Study Department of Columbia University. Psychology is perhaps the most popular study today, and is fundamental in training for parenthood. These six lectures will lay the foundation for a second series on Child Psychology. We shall be glad to hear from our readers as to the helpfulness of this new section. EDITOR.

LAST month we compared the nervous system to a telephone system. We said that when a sense organ was stimulated the muscles responded and that the connection was made through a nerve centre. This "nerve centre" we compared to a "central" in the telephone system.

Where are these nerve centres in the nervous system? They are in the brain and spinal cord. The brain is in the skull, and the spinal cord extends down through a tube in the middle of the backbone. The brain may be divided into many parts, but we shall consider here the cerebrum, the cerebellum and the brain stem. The brain stem is a continuation of the spinal cord. We mentioned that reflexes were very simple reactions. It is the brain stem and spinal cord where the reflex and lower centres are. The "higher centres" are located in the cerebellum and especially in the cerebrum. The sensory nerves lead to the spinal cord and brain stem, and the motor nerves run away from the spinal cord and brain stem. Interconnecting strands run between the cord and brain stem to the cerebrum and cerebellum. The "higher centres" are in the cerebrum and cerebellum; the "lower centres" are in the spinal cord and brain stem.

The whole nervous system is made up of neurones. Each neurone is a nerve cell and all its branches. A nerve cell is so small that one has to use a microscope to see it. Some of its branches are short, while others are long, even several inches or feet sometimes. When one of these long branches (axon) terminates, it broadens out or has a bunch of very fine ends. The short branches (dendrites) are those which receive and pick up messages. The long branches with the tuft of fine ends give off messages. Thus we may think of the billions of neurones in our nervous system. The long branches (axons) of one neurone will be very, very near the short branches (dendrites) of another neurone. They do not grow together. These neurones are distinct, but the junction between them is called a synapse. If one of two nearby neurones is active it may arouse another. It is a very interesting fact and one which you should remember that this communication is in one direction only. It is the short branches which receive and it is the long, thin threads which terminate in little branches which give off messages.

We mentioned that the pupil of your eye would grow smaller if a bright light were brought near it. Let us trace what really happens in the terms which we have just given. The bright light starts a nerve current in the long, thin branches of the optic nerve. The long, thin branches go to the brain stem. At the end of these axons there is an end brush or breaking up into still finer branches. Another neurone, with its dendrites, picks up the message. It is by the long branches of a motor nerve cell that the "current" is carried and the muscle of the pupil of the eyes contracts. This is a very simple reaction. In most cases, perhaps all, there would be three kinds of neurones—the sensory, the motor and the central neurone, which

is between the sensory and motor neurones. We know how necessary it is to co-ordinate or secure "team work" on the part of the muscles. These central neurones are supposed to facilitate this co-ordination.

Stimuli which arouse reactions usually come from without, but sometimes, as in the case of hunger, they come from within. A stimulus is necessary to secure a response.

QUESTIONS

1. *What is a neurone?*
2. *What are the nerve centres?*
3. *What are the brain and spinal cord?*
4. *What is a synapse?*
5. *What is necessary before we can get a response?*

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THE GROWING DISCONTENT WITH BAD LITERATURE

BY HARMON B. STEPHENS

National Chairman, Sub-Committee on Moral Standards in Literature

IN dealing with abuses of any kind, the greatest results for the energy expended are obtained by making use of the opportune moment.

A study of the past several years indicates an increasing discontent with the sensual emphasis in much of the present day "literature" which is finding its way freely into the hands of young people. In the last year, prominent men of letters and of the theatre have repeatedly denounced what is referred to by Hamlin Garland as the "glorification of the woman libertine in book as well as in play."

Increasing interest on the part of various organizations provides other evidence that the time for exerting the greatest possible pressure is near at hand. The safety of American ideals lies in the fact that, once the issue is made clear, the inherent decency of the great majority of American citizens, and especially of the women, rises to meet the issue.

Had our busy people had time to look into the facts of the situation, it is unbelievable that heartless commercial organizations would have been permitted a free hand in the exploitation of the normal sex interest of young people.

In the matter of inter-sex ethics, this nation departed from the accepted standards of most European countries. In this country, up to forty years ago, the public exploitation of sensuality either in literature or upon the stage was rarely tolerated. Young people could not obtain erotic lit-

erature at the family drugstore, as they can today. There was vice, but it was not paraded before youth in the form of public entertainment. Because minors were protected from sex aggravation to a greater extent than in Europe, it was possible to permit without chaperonage a freedom of association between boys and girls little known outside of America.

European parents, because they had to take sensuality for granted in literature, in entertainments, in talk, and in the practice of men, naturally refused to permit their daughters to be alone in the company of gentlemen friends, under any circumstances.

We are face to face with the alternative of either checking the public exploitation of sensuality, or checking that liberty of young people which, *with decent environment*, makes possible a higher type of boyhood and girlhood.

Whether a thing is right or wrong cannot safely be determined by how much it shocks people. History is replete with odious practices to which people had become so accustomed that they paid no attention to them. This is one of the very real dangers against which we must be on our guard: we must not permit ourselves to become so accustomed to certain conditions that we overlook their ultimate harm.

The Sub-Committee on Moral Standards in Literature has made an extensive study during the last year, and will have important announcements to make very soon.

Department of the National Education Association

LIVING THROUGH SERVICE

BY JOY ELMER MORGAN

Editor of the Journal of the National Education Association

THE common people were once believed to exist in order that kings and courts might have leisure and luxury. A different conception dominates the world today—the idea of service. Democracy is recognized as a joint enterprise in which everyone should earn his way. It is more than an opportunity for individual freedom. The obligations of democracy need emphasis, as well as its rights. Chief among these obligations is that of service or vocation.

Even among intelligent people the notion that work is something disagreeable from which one should struggle to escape is amazingly common. Many people seek wealth for themselves and their loved ones with this object in mind. A moment's thought shows how wrong this notion is. Work suited to one's ability and interests is one of the most delightful things in the world—the best insurance against ill-health and general unhappiness. This point of view should be systematically taught to children, for *without a wholesome respect for all kinds of work, democracy must perish.*

Society may be able to carry a few idlers and parasites who do not earn their keep, but democracy cannot be at its best until men and women everywhere recognize their just obligation to contribute service to society in return for what society gives them. Nothing but physical or mental incapacity should be allowed to relieve us from that duty. Inherited wealth or position may enable us to render a different type of service, but to use either as a means of escaping the obligation to do one's share in the common enterprise rots character and destroys happiness.

Recognizing the importance of service to happiness and welfare, the committee of the National Education Association considering the objectives of education, included vocational effectiveness along with health, worthy home membership, mastery of the school skills, citizenship, the intelligent use of leisure, and sound ethical character. Vocational effectiveness is closely related to the topics that have been discussed in previous articles of this series as well as to those that are to follow. One must have health in order to work at his best. Most services require knowledge of the common skills taught in the schools. The ability to work and earn a reasonable income are necessary to the maintenance of a home. A comfortable and satisfactory home membership increases one's ability to serve outside the home.

The improvement of machinery has steadily reduced the number of working hours, giving us more time for leisure. It has changed the nature of work and added to the demand for the activities which leisure affords. Earning a living is an important part of citizenship. Through his vote and his participation in public affairs the citizen helps to determine the conditions under which his work shall be done and its products sold and distributed. Ethical character gives direction and stability to vocational activities. We cannot take for granted that children understand these relationships, even though to us they may seem commonplace.

In a simpler society the child lived so close to his parents in both leisure and work that he came to accept their standards. Under our increasingly complex conditions the child needs to discuss with

parents and teachers the relationships implied in vocational effectiveness.

Choice of vocation is one of the first problems. Volumes have been written on the subject and may be had in any library. In many school systems tests and measurements are administered by experts to reveal aptitudes for particular occupations. Some children get help in their choice of a vocation through such activities as selling papers, messenger or office service. Vocational work in the schools gives others a taste of various kinds of work. Wise parents encourage children to make some investigation on their own account.

Next to choice of work, the ability to find a job is important. Many workmen are unable to render the maximum service because they do not know enough about the organization of industry, business, or the professions to place themselves aright. Perhaps a knowledge of opportunities gained from experience is the reason why boys who are obliged to seek odd jobs frequently have unusual success as men. However, there is no reason why parents and teachers may not discuss and dramatize with children many of the important steps involved in seeking employment. Let the parent play the employer and direct the child to make application, discussing with him the words to be used and the manner that is most likely to reveal his real worth.

Having found employment, the next step is to turn out work. Failure to turn out a reasonable amount of work reduces the amount of products and services available to all of us. To do less than our best is to rob society and ourselves. Investigations show that work is easiest done at a fair rate of speed, and that most workers are capable of doing easily much more than they realize. Cannot pupils be made critical of their own activities so that as the criticism of parents and teachers ceases, they will continue their improvement under their own direction? The ability to do this has given success to many men and women. The average employer does not wish to be a teacher and will dismiss an employee rather than criticise his work and bring it up to the standard which could

be easily reached. Self-criticism is, therefore, a tremendous vocational asset.

Another important factor is joy in work. Some work carries its own elements of beauty and variety—problems that challenge initiative and originality, stimulating surroundings, or desire for the finished product which is immediately in sight. Other work is sordid or at best monotonous. The increasing use of the automatic machine has greatly multiplied the monotonous tasks. But even where the work itself is not attractive, there can be the satisfaction of service and the joy that comes with well-earned leisure. There rests with every teacher and parent the obligation to build into the lives of children the attitude of joy in work, which makes for health and efficiency.

Our life is changing so rapidly that a discussion of vocation would not be complete without reference to the frequent necessity for changing from one occupation to another. At any moment an invention or scientific discovery may sweep out of existence whole fields of activity that have hitherto been essential and well rewarded. The auto sweeps aside the horse-drawn vehicle, leaving dreamy-eyed cab drivers standing shabbily on the streets. Complicated machinery does in a moment what skilled cabinet makers took days to accomplish but a generation ago. Automatic telephones daily replace switchboard operators by the hundreds. Power machinery on the farm is fast producing results that were scarcely dreamed of at the time of the Civil War. Radio may enable a few professional thinkers and writers to reach an audience of hundreds of millions, broad-casting information that given through the printed page would have required the service of many thousands of editors.

It is of increasing importance, therefore, that parents, teachers, and children prepare to make the adjustments that our changing life is certain to demand in increasing measure. To be able to do only one thing is to run a risk dangerous to the individual and to society.

Three of the objectives of education set

up by the Committees of the National Education Association still remain for discussion—worthy citizenship, wise use of leisure, and the development of worthy character. These will be discussed in future articles. The important thing is to help

children understand that the successful and happy life is broad and well rounded—that there are certain objectives which can be analyzed and studied, and that our ability to think clearly and constantly about these objectives largely determines our success.

HINTS FOR STATE CONVENTIONS

From Elizabeth Tilton, National Legislative Chairman

I

THE World Court needs pressure. The Child Labor Amendment has now been drawn in a way to suit all concerned, and stands a good chance of passing. The Education Bill is forging forward. We should demand that it be allowed to come out of Committee and be voted on. Prohibition enforcement lingers. Undoubtedly the President wants enforcement, but wet Republicans in high places make action difficult. The time has come for the administration to practice rather than to preach enforcement of prohibition, to stop rum-running along the coast, to put prohibition agents under Civil Service, to demand jail sentences in place of trivial fines for bootlegging. Press for all the above measures; also put your approval of these measures in your local press.

II

DON'T BE DISSIPATIONISTS!

"Don't be dissipationists!" is the message your legislative chairman sends you. "Don't go to meetings, have fine emotions, and then go away and do nothing about it. Turn emotion into action. Write your Congressman. Register. Vote in the Presidential Primaries. Vote in the regular primaries and election. Vote for men who favor your Six P's."

III

A CALL TO CLEAN POLITICS

It is evident that groups of men, strong in both the political parties, would like to have the coming political campaign a muffler campaign, all moral issues soft-pedalled, and the Tariff to the front. Every

woman citizen should make it known that such a campaign will be absolutely distasteful to her. The party that wants the help of the women must conduct a campaign that puts moral issues to the fore.

Women want peace (the World Court now); they want education equalized; they want prohibition enforced. Mere declarations concerning law enforcement are not enough. The wets make such declarations constantly. Candidates who wish the vote of the women must acclaim their readiness to support the Volstead Act unmodified by wine and beer.

Action for moral issues! Practice not preachment! That should be the mandate sent by the women of America to the political parties now forming behind the coming election, but in sending this clarion call for cleaner politics women should remember that clean politics begin now at home.

1. By registering.

2. By voting in the primaries and at the final election for candidates who declare unequivocally for all the great moral issues.

Unless women do this, they must not complain if the political Augean stables remain unclean and the coming administration turns out to be one of words, not deeds, proceeding from a doctored convention, which is medicated with oil and liquor.

Women of America, turn your emotion into action! Send it ringing down the halls of all political conventions that the coming campaign is to center around the great moral issues in which the women's organizations of the nation are united.

MOTHER'S FOOTSTEPS AND HER FEET

BY C. WARD CRAMPTON, M.D.

PART I

"How beautiful
Are the feet
That bring good tidings."

MOTHER'S footsteps start in the morning at the bedside—there the daily trail begins. It leads first to the kitchen, the children's room, the bathroom, back to the bedroom—and continues to go in and out, up and down and around, crossing, re-crossing, pausing, beginning again, until it finally returns wearily to its point of morning departure—the bedside. Here the tired feet are lifted from their task of making mother's footsteps, and are tucked under the covers for a well-earned rest.

They have carried mother, her head, her hands and her heart, on a course that weaves in and out of the whole house, carrying a loving influence which touches and blesses every room, every person and every object in the house, and binds it all into a home—a place of life and living.

However humble in station or attainment the woman may be, she belongs to the aristocracy of motherhood. She is the life bearer of the race—God's living message to the future, His present deputy—the translator of the Eternal Divine Spirit into the human presence of—Mother.

What carries this homemaker on her daily rounds? How does she "get around"? Does she have an automobile, like her husband; a sedan chair, like her far-back aristocratic ancestor?—or even roller skates, like her children? No. She uses mother's feet.

Mother's feet are the necessary agents for the transportation of mother on her homemaking, care-dispelling trips through the house. If these fail, mother's distribution is curtailed, her influence diminished.

If her feet hurt, they fill mother with pain and she carries throughout the home a burden of discomfort. Perhaps the pain sometimes overflows, and she lets a little of it fly here and there as she goes about the house. Painful feet, painful mother, painful house!

When an automobile tire gets flat and you run on it, it bumps with every turn of the wheel, and shakes every part from hood to spokes—the engine, the universal, the windshield; if the tire is damaged to destruction, the car gets unnecessary wear and tear. It ages quickly, all of its smoothness is turned into an irritable clatter and bang. Very much this same thing happens when mother gets "tire" trouble.

Now, mother, I am talking to YOU. I know you very well. You will not take care of yourself for your own sake; but you will worry and fret, and work yourself to the bone, and if need be, die for those you love. So I am going to appeal to you on behalf of those you love so dearly, to take care of yourself, so that you can best take care of them; and, moreover, you owe it to them to take care—very good care indeed—of the one they love so well.

Now, just lay down the sewing and any other duties that you may have set aside for this half-hour of leisure, and listen to me, for I am going to talk to you about those feet of yours.

Of course you have never paid any attention to your feet. They consist of bones, muscles, ligaments, blood vessels, and they are covered with skin—all of which have considerable interest for you. Oh, yes, they have nerves, indeed they do! Sit down and take off your stockings and look at your feet, and consider how important they are. Although you have bathed and clothed them, you are not really acquainted with them yet.

Put them together, flat on the floor, so that they touch all along the inner border. First, look at the big toes. Do they lie close alongside of each other like twin sisters, or do they turn away from each other like enemies? (No. I.)

Straight Toes, Pinched Toes

Unfriendly Toes.—If they turn their tips away in unfriendly fashion, it is because you have made them do so by wearing shoes with pointed toes. Yes, I know it used to

be the style, and everybody did it. They didn't know any better, and a pretty foot was something to which you were entitled; but, just because there are ten million unfriendly turned-out big toes in the United States, it doesn't make yours any happier. The pretty, pointed shoe made the foot taper to a point; but the point was in the middle; of course, the big toe was over to one side. You tried to make it leave its place and go over to the center, and you see you have succeeded. The big toe is really dislocated; its base sticks out and makes an angle.

Now, what happens?—the big toe joint is exposed to pressure and the ends of the bones become irritated. Nature tries to protect it by increasing the thickness of the skin, just like the callouses on a workman's hands. You call it a corn. The greater the pressure, the more Nature thickens the skin, since she is not used to shoes. This only increases the pressure; then it begins to hurt the bones themselves.

A Bursa and Worse.—Nature tried another device—wherever there is constant pressure, she develops a little lubricating space under the skin and fills it with slippery fluid, which will let the skin slide over the underlying parts without irritation. This is called a "bursa." She puts a bursa underneath the corn. No use, if you keep up the pressure with tight shoes, for this bursa will become inflamed and fill with pus; Nature doing her best again to protect you from harm.

Damaged Foot

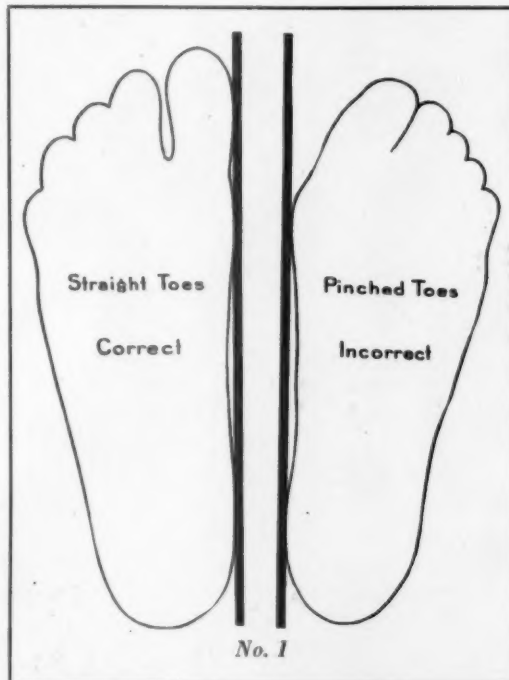
Now you have a bunion, which can be

corrected only by real surgical treatment. In the meantime the bones have grown calloused, too, and they are just as distressing as an old rheumatic joint. This is the result of wearing shoes that are pointed, and particularly shoes that have a high heel, for the heel, which puts the whole foot on a little hill, has made it continually slide down and crowd itself into the funnel-like toe. I hope that the big toe joint hasn't gone quite so far as this; but if it is turned out and you are still wearing pointed toe shoes, all this is coming. (No. II.)

Relation of Shoes to Feet

Mind you, I am not finding fault; I am just telling you facts about feet and people.

Future Years—Light or Dark?—Now, what are you in for? If the feet are painful, you will become less active. If it hurts to move about, you will sit more; your body will stagnate, you will get fat; the weight on your feet will be increased, and this will increase the pain and disability. Any tendency to kidney



trouble, obesity, poor circulation, backache and rheumatism, will be increased, and you will get old before your time. A dark prospect, is it not?

No, it is not dark; but rather hopeful; for, if you have feet like this and fully realize what they mean, you can remove the danger and help to stave off these disabilities and early old age as well, by correcting one of the common causes of trouble. You can stay young longer than those who are not fortunate enough to read and heed this good news.

What to do.—Straighten that toe, and

keep it straight. Re-establish the strength of the foot. First you must give the toe a chance. You must get shoes with room enough inside to permit the toe to get back to its rightful place. The inside line of the shoe must be straight from heel to toe-tip, just as the feet should be straight from heel to toe-tip. Get the shoes large enough. Tiny feet are no longer in style. The American woman is waking up; the shoe manufacturers have just reported that the average size of women's shoes has increased $1\frac{1}{2}$ sizes and the width, a whole letter, in the last ten years. Threes and double A's do not sell any more. Do not be a "back number." A dainty foot is a well-shod foot, not one that is deformed. Get a low heel on your shoe, too. You must not have your feet slide downhill and jam together, as they will in the "best shaped" toe you can get. No—you do not have to get evening pumps or dancing shoes of an old shape; there are in the market the "dearest" little French dancing shoes with

round toes and low heels, that you can see at the "Ritz" and in the most fashionable homes the world over. They look like children's shoes, and I know many a clever woman who is getting her shoes in the Children's Department. They are highly pleased with their discovery, for while they make their feet *feel* young, they make them *look* young too.

Don't take "No" from the shoeman; he will sell you what he has in stock if he can, and stoutly bully you into believing that there isn't any other shoe in the world.

If he does, go somewhere else, for he is the kind of man who is shortsightedly interested in dollars rather than customers.

A Good Shoe

There are several good stylish shoes of natural shape. Good shoes need not be ugly. The pointed shoe is ugliest of all, because it ruins the disposition as well as the feet. Much of the crankiness and nagging is simply an overflow of pain. It may come from disappointment, indigestion or bad feet; but the husband and children suffer.



Damaged Feet (No. II)

A nagging woman nags only because she herself is nagged. She radiates pain instead of natural sunshine.

Give yourself and husband a chance to come to a good understanding from the feet up. Buy the right shoes, with low heels and a straight inner line, and get them long enough and big enough.

Have a place for everything and everything in its place.—Now you have room for the big toe, see that you make it use

the space you have given it. Tease the toe back into line. Wind up a wad of cotton with thread, just big enough, and place it between the big toe and its neighbor. A clever shoe man can place a little post in the right place in the shoe for you if necessary.

You can, at night, put a little splint on the big toe, that will straighten it while you sleep. First get a "bunion plaster" (an oval piece of thick felt like a ring). This is stuck around the projecting joint, where you already have a corn or bunion. Now

place a thin strip of wood six inches long and an inch wide along the inner line of the foot over the bunion plaster, and half way to the heel. Now, wrap a strip of plaster around the instep, binding the splint to the foot; then finish up by wrapping another strip of plaster around the big toe and the end of the splint, pulling the toe into its place. Keep this up until the toe is straight.

Do not expect to get results in a few

days; for, remember, it took you several years to get the toe out of place. If it takes several months to get it right, it is worth while for you, by taking trouble away from all the years you expect to live, and you will not live an irritated, irritating life.

So much for the big toe—a subject very little discussed; but of considerable importance. Next month we will talk about Flat Feet or Fit Feet.

(Concluded next month)



UNIQUE PUBLICITY IN MINNESOTA

BY HELEN J. SOMMERS

Our St. Paul Council of Parent-Teacher Associations tried an experiment in publicity that was delightful as well as effective. We put on a mammoth parade in connection with Child Health Day.

THE large evening meeting in the great auditorium was opened by a pageant of progress—an apparently endless procession across the stage, in which each of the fifty local Mothers' Clubs or Parent-Teacher Associations had one section. It was like an old-fashioned political rally. Each club tried to outdo the others, and the spirit of spontaneity and enthusiasm was contagious. Many clubs had beautiful banners with their names, and featured their strong points. Home-made and professional placards were numerous, bearing such slogans as "Our teachers 100 per cent members," "We installed lights," "We gave a piano," "Member of the National Parent-Teacher Association." Miniature pianos, lanterns, dishes, spoke of hard-earned dollars given for the schools. Some clubs gave yells, some slogans; the Indian Mound Club dressed as Indians and acted like them, too, to the joy of everybody, themselves included. One club sent only men; some had fathers, mothers, principal and teachers in their line. The sections held

from seven to thirty marchers, as the clubs were allowed only a small part of their membership, or the line would have stretched out to the crack of doom! It certainly was a surprise to the audience to see what the school clubs of St. Paul really are.

For those associations that might be interested in such a plan, I give the detailed report of one club. Needless to say, it is an exceedingly alive one. "Our president led, followed by two members in carnival caps, bearing the large club banner. Next came our principal, as full of enthusiasm as any mother. Then we featured our local health contest, our chairman parading between two, 'supposedly,' contestants, one thin and one fat, placarded 'Before' and 'After.' I should like to say here, too, that we used older girls for this, so we wouldn't be keeping any young child from its proper amount of sleep.

"The group was followed by three women advertising our Social Center Classes. We think we are unique in keep-

ing in these classes an average attendance of one hundred women. A Board member dressed as a 'gym' girl, a half-completed hat and a basket, spoke for the classes.

"Last, but not least, we featured our carnival, when in one evening we raised over \$700 for our school playgrounds. In this group we had chairmen of committees active in the carnival. A man and a woman were dressed as clowns. They helped to make our carnival a success, and were equally successful in the parade. The hospitality chairman paraded in a cook's cap and apron (she served the carnival dinner). Two women, as Japanese, spoke for the tea-rooms, so popular at the carnival, and a gypsy fortune-teller made her second hit in the parade."

Do you wonder that the audience was surprised to find how much St. Paul Mothers' Clubs were doing?

Our Council put on the pageant, and our large committees, made of local chairmen, marched. The Milk Committee was especially spectacular. About forty women in white, each bearing a mammoth milk bottle with the name of a school milk station on it, and attended by a health clown,

crossed the stage singing, "Drink milk, children," etc.

A real fire truck, preceded by the firemen's band, carried the Fire Prevention Committee. As the last blare died away, the drop curtain rose and revealed the 700 paraders massed together, banners flying, placards borne high. When the burst of applause at sight of that army of crusaders for the children had stopped, the 700 voices, to the strains of "The Battle Hymn of the Republic," joined in our Council song:

"We're the parents and the teachers of the children of St. Paul;

We are banded as a Council in our answer to the call

To link home and school together for the welfare of them all,

And forward we are faced.

CHORUS

"Better children for the city,
Better children for the state,
Better children for the nation,
To make the nation great.

"With the home behind the school-room we will mould a finer youth,

For wise laws to guard the children we will use the voting booth,

Laying down a strong foundation for the reign of right and truth,

As forward we are faced.

A QUERY—TO PARENTS

BY FLORENCE A. SHERMAN, M.D.

Assistant State Medical Inspector of Schools, New York State Department of Education

1. Have you a health program in your home?
2. Are you teaching your children good health habits?
3. Are you practising what you teach?
4. What does the school health program mean to you?
5. Does it mean anything?
6. Do you ever visit your school?
7. Do you know the condition of the building as to sanitation and equipment?
8. Do you know the district superintendent, teacher, school doctor, and nurse (if you have one)?
9. Did you have anything to do with the selection of your teacher or doctor?
10. Did you hire the best one or the cheapest?
11. Did you ever see a school medical examination?
12. Do you respond promptly to the notification of physical defect found?
13. Do you serve a hot luncheon in your schools at noon?
14. Do you provide the right sort of luncheon for your child to take to school?
15. Do you include a bottle of milk?
16. Are you giving your children as careful attention as you are your live stock?

THE BOOK PAGE

BY WINNIFRED KING RUGG

THE proverbial Mabel whose family declined to give her a book on the ground that she already had one has always seemed to us to be a myth. It is much more likely that Mabel's book shelves were full, but full of books chosen largely by accident. To our mind the oft-quoted dialogue really ran like this:

Mother: What shall we give Mabel?

Sister: Oh, give her a book.

Mother: All right. What book?

Sister: Why, just a book.

That is so often the basis of our selection in choosing books for our children that on this book page we intend from month to month to offer some suggestions about books for young people, coupled with mention of any particularly useful or stimulating books for those who are trying, either as parents or teachers, to bring up children.

First of all, a warning: select your children's books as carefully as you can and guide their reading, but do not be too obtrusive about it. It is never safe to recommend a book too highly to a boy or girl. In ninety-nine cases out of a hundred the surest way to choke off a child's enthusiasm for a book is to tell him beforehand how much he is going to enjoy it and how much good it will do him.

Teachers know that the best way to make a book unpopular is to put it on the list of required reading. Many a delightful book has been killed in that way. In the laboratory of our own home where we are trying to make lovers of good reading out of a pair of boys, we find that open book shelves, constantly visited by father and mother, are the best of good means to that end. Do not urge books; leave them where children will see them.

This can easily be done with old favorites like "The Adventures of Tom Sawyer," "The Man Without a Country," "Two Years Before the Mast," "The Jungle Books," and "Robin Hood." Of newer books, such as we may buy tomorrow for

someone's birthday, there is "The Mutineers" by Charles Boardman Dawes (Atlantic Monthly Press), one of the best sea stories written in the last ten years. Or if a boy likes geography and is thrilled by far-flung lands and seas, get him Harry Franck's "Working My Way Around the World" (Century Co.). These are not brand-new books but they have not been surpassed recently.

We remember that Mabel, poor girl, hasn't had that book of hers selected yet. Good books written especially for girls are harder to find than those for boys. Our own secret conviction is that Mabel will like Billy's books, but that conviction may arise from the fact that we ourselves always doted on books of adventure. If Mabel is 15 or thereabout she may enjoy historical romances. Of these Rafael Sabatini's "Mistress Wilding" (Houghton, Mifflin Co.) is a good example, a lively, well-constructed, reasonably accurate romance of the Monmouth Rebellion when James Scott, Duke of Monmouth, tried to rally the Protestant interests of England against his uncle—James II. It contains a love story, political intrigue, fighting and heroism, with some interesting pictures of the times.

If Mabel is small and pliable give her "The St. Nicholas Book of Verse" edited by Mary B. and Joseph O. Skinner (Century Co.). We know an eight-year-old girl who is showing good taste in selecting her favorites from that excellent volume. The best recommendation for the book is the fact that the editors compiled it from the verses that their own daughters liked in "St. Nicholas."

For parents there is a delicately written but none the less impressive story which ought to make them realize the need of instructing their children in sex hygiene. It is Hugh de Selincourt's "One Little Boy" (A. and C. Boni). With a beautiful artistry and sincere conviction the author has told the tale of a bewildered little boy who

began to ask questions and who needed desperately to have them answered. It is wholly a book for parents, and especially for mothers.

A book for mothers of girls is Margaret Eggleston's "Womanhood in the Making" (Doran), a book which unfolds the author's opinion about training girls for womanhood. She emphasizes strongly the idea that it is women who set the standards for an age, whether in manners, dress or morals. "Set up the Galahad ideal of men," is one of her rules.

For teachers who are experimenting with ways of teaching health there is a practical book called "Health Training in

Schools" by Theresa Dansdill (Nat. Tuberculosis Association). Miss Dansdill has collected and arranged the various devices and procedures that have been developed by many teachers. She gives an excellent course of study in health for the grades, with suitable poems and stories relating to health, drills, information about clothing, food and teeth, and incentives to create an interest in health. It is a really serviceable book.

For Mabel and her parents and teachers, and for Billy, too, there is no lack of suitable books. The only difficulty is selection. In that, we hope the Book Page may be of service.

ENTRANCE REQUIREMENTS FOR PARENTHOOD

BY HORNELL HART

By permission of the University of Iowa Service Bulletin

HAS a baby a right to demand trained parents?

If the baby is sick the law says that no one shall prescribe medicine for it except a doctor who has passed an examination and received a certificate from the state. The law says, too, that no one shall prepare the medicine except a registered pharmacist who has passed an examination and received a certificate. The teacher who attends to the child's education has been examined by state authorities and certified. In some states the plumber who fixes the washstand for the baby must have passed an examination and received a certificate. Even the barber, in some states, has to pass an state examination before he can cut the baby's hair.

All of these trained and tested people touch the child's life only here and there, once in a while. But the parents control the child's life every day and every night, from babyhood until the child leaves home. The kind of food the baby has to eat, the kind of clothes he wears, the sort of house he lives in, the very words he learns to speak are provided by the parents. If the mother is wise and skillful and well-trained the baby will have well-cooked food, clean clothing, gentle

care. If the father is skilled and industrious the baby will have an abundance of the things that are needed to bring health and happiness. Such a baby gains a splendid start in life and is likely to grow up strong, healthy, and happy. But if the mother and father are ignorant, untrained, and unintelligent, the baby is very likely to grow up in poverty, with poor food, dirty rags for clothing, and only a hovel to live in. A baby is at the mercy of its parents.

Why shouldn't people who plan to marry learn how to be good parents? Why not require a special training of them just as special training is required of the doctor, the druggist, the plumber, the barber, the lawyer or the school teacher? Most people know a good deal about homemaking, but everyone has a lot to learn about how to be a really first-rate father or mother. Even in such things as cooking or marketing nearly every girl can learn a great deal from experienced teachers. Very few young people have any clear ideas about child-training. Those who plan to become parents should be willing to spend some time in preparation through readings, conferences with successful parents or specialists, or attendance at schools or colleges

equipped for such instruction. It might work out something like this:

John and Mary would go down to the county clerk to get a marriage license. The clerk would give them a list of some of the things that a good parent ought to be and to know. They would read the list, and then John would look at Mary, and Mary would look at John, and they would say:

"I'm afraid we don't know half of those things. Let's take a little time and learn how."

Then Mary would go into the domestic science department of some school or college, and the teacher would find out that she could bake bread, knew how to buy meat economically, understood mending and plain sewing, and could make preserves, but that she had never learned how to dress a baby or how to modify milk, or when to send for a doctor for the baby, or how to train the growing mind of a little boy or girl. So she would arrange to go to the school for a few hours every week

to learn these things. John would go into the industrial training department, and the instructor in charge would find that although John was a skilled workman he ought to earn more in order to support a family well, and John would arrange to take some evening classes in subjects which would increase his earning power. He probably wouldn't know anything about bringing up children either, and he and Mary would probably go to a class in the evening together and learn how to make men and women out of boys and girls.

Of course there isn't any such requirement. But wouldn't it be a good thing? Wouldn't it make far better homes—far better buying and better cooking and better earning and better babies? Wouldn't it mean fewer divorces, and fewer wives and husbands and babies—who are miserable because home isn't what it ought to be? Some day, perhaps, we shall have certified parents. *The babies have a right to demand it!*

ANY FATHER MAY ANSWER

An Everyday Drama

Dramatis Personæ: { BILL, age seven
DAD, any age

ACT I

AT SCHOOL

Bill is very obedient at home.

But at school—

Bill is the last in the class to take off his coat and hat.

Bill puts away his book—when he is ready.

Bill gets out his letter cards, ditto.

Bill is the last in the class to put on his coat and hat.

Bill does everything he is told to do—but *not* until he is ready to do it.

Trouble at school!

ACT II

AT HOME

Dad insists on finishing the page before coming to the table.

Dad sneaks off to church after the service has begun.

Dad is the last to get started for the Saturday picnic.

Dad never does anything until he is ready.

What's the matter with Bill? Any father may answer. One mother, writing to the magazine editor, thinks she knows. Bill and Dad are both in her family and she has the sort of mind that puts two and two together.

Chances are there are lots of Dads that are never thinking about the power of example and are leaving their little "Bills" to mother and teacher, and giving them a good hard job, too!

M. S. M.

A NEW-RECREATION SUGGESTION

BY MARY L. LANGWORTHY

National Chairman of Recreation and Social Standards

THE greatest need of the American people is said to be the right use of leisure time. We have, as years advance, an increasing amount of this leisure time because mechanical devices have made household tasks more quickly accomplished, and efforts of the labor unions have greatly reduced the number of working hours in industry. Our task, then, is to learn to use happily and profitably this fairy or pixy gift and to establish as our policy the standard that only things that recreate are to be recognized as recreation. The most delightful memories of childhood are those which recall the pleasures enjoyed by the whole family, old and young, together. We work together, worship together, and eat together, but only a few of us play together, which results in mental association of dull hours in company with the family and glad ones away from it—a sad thing.

To correct this the Recreation and Social Standards Committee is proposing a new plan for work in every Association throughout the country, either as a department of the Committee on Recreation and Social Standards or as a separate activity. There shall be a Recreation Group to be headed by someone called director, or chairman, or leader, who need not be "professional" by any means, and this group shall have only one task—that of having a good time once a week. These good times may take such forms as hikes-with-bacon-bat, swimming

party, snow picnic, charade party (amateur theatricals), automobile picnic, mountain climb, skating, tennis, tea, or any of the other delightful activities that the Playground and Recreation Association of America, 385 Park Avenue, New York, tells about. This group will vary in numbers, of course, from five to fifty or more people, but always there will be some definite plan that shall take the pleasantest excursions, points of interest that are within reach of every town but which are generally ignored by the inhabitants thereof until strangers inquire about them.

In the group, high school boys and girls, the young men and women of the community and the older ones shall learn to do things together, with sympathy and joy, and the pleasantest days will result from this combination. But sometimes the group will plan something just for the mothers who want to go by themselves, or for the fathers who like to go fishing alone. And sometimes they will plan a trip for only the boys and girls with a jolly teacher or parent companion.

Shall we try this new plan? I do hope you will say yes, for we are so enthusiastic about it that we are sure it will succeed. Ask Tacoma about their mixed-age dances and how they like it, or ask Whiting Community Center how they do it, and then catch the heavenly glimpse of the joy of playing together as well as the satisfaction of working.

A PLAN FOR MAY DAY

From The American Child Health Association

FOREWORD

A BOOK has been prepared by the American Child Health Association and the Poets' Guild to give individuals, schools, and communities concrete suggestions for helping to combine the customary gaieties of May Day with the serious purposes of child health and child health education.

THE CHILD'S BILL OF RIGHTS

Every child should know what it means to be healthy. His environment, his training, his daily living should guide him toward ideal health. The American Child Health Association was formed a little over a year ago to translate into living facts the Children's Bill of Rights as stated by Mr. Herbert Hoover:

"There should be no child in America who

"Is not born under proper conditions,

"Does not live in hygienic surroundings,

"Ever suffers from malnutrition,

"Does not have prompt and efficient medical inspection and attention,

"Does not receive primary instruction in the elements of hygiene and health."

To make this Bill of Rights effective, this is what the communities should offer for the health of mothers and children:

Every community should provide medical supervision and visiting nurse service when required.

The school health program should provide for every school child:

Regular and thorough health examinations,

Regular weighing and measuring,

Home nursing service, when required,

Daily education in health habits and ideals.

General community protective measures should assure sufficient space for play, safe milk and water, adequate sanitation, effective supervision of communicable diseases, and complete registration of all births and deaths.

The organization of community child health work should provide for:

A full-time health officer and in large cities, a director of a Bureau of Child Hygiene.

A health department staff equipped to carry out measures for the registration of births and deaths, control of communicable diseases and the maintenance of health centers.

The school organization should include:

Adequate personnel for medical examinations and nursing work (whether under the Board of Education or the Board of Health).

Competent teachers trained in health teaching.

Specialists to deal with such matters as nutrition and physical education.

An active child health committee, representative of any public health federation or council of social agencies, to correlate the parts of the child health program and to promote its execution.

District committees, especially in large cities, of Parent-Teacher Associations and other neighborhood committees are valuable.

WHAT IS NEW?

THERE has been no space in this issue for a complete review of the recent publications which would be of interest to our readers, but some books have been received which are so eligible to a place on our "Parents' Bookshelf" that we are listing them for the Convention and will take them up in detail in later issues.

Diet for Children. Dr. Lulu Hunt Peters, \$2.00. Dodd, Mead & Co., New York.

A chatty, modern, entertaining and scientifically sound presentation of diet, development—and disposition.

Physical Exercise for Daily Use. Dr. C. Ward Crampton. \$3.50. G. P. Putnam's Sons.

Health, happiness and efficiency by means of a "Daily Seven." Scientific common sense made as interesting as a "best seller."

The Job of Being a Dad. Frank H. Cheley.

The Challenge of Youth. W. A. Wilde Co., Boston, Mass.

Two books for fathers, written by men who know boys—and like them. Mothers who read them will understand their sons better forever after.

Safety First in School and Home. Harriet E. Beard. Macmillan Co., New York.

A practical and most valuable manual for every home. Safety is an all-the-year-round sort of education and must be carried on by father, mother and teacher.

Mothers' Problems. Dr. Harriet Bailey Clark. 75 cents. Judson Press, Philadelphia.

A textbook for Pre-School Circles and Mothers' Study Clubs. Wise, brief discussions of every phase of training are followed by questions and bibliography.

Six Bible Plays. Mabel Hobbs and Helen Miles. Century Co., New York.

A group of dignified and simple little plays from the Old Testament, easily presented indoors or out, and filling a long felt want of Sunday-school workers.

The three following books are for advanced study groups or for reference. They are full of inspiration to the student.

Education for Moral Growth. Henry Neumann, Ph.D. \$2.00. D. Appleton & Co., New York.

Problems of Child Welfare. George B. Mangold, Ph.D. Macmillan Co., New York.

The Unstable Child. Florence Mateer. \$2.75. D. Appleton & Co., New York.

DOES THE MODERN WAY OF TRAINING CHILDREN PAY?

BY A YOUNG MOTHER

ONE is constantly reading articles on "Child Feeding" and "The Underfed Child." Every doctor's column in the daily papers gives an ideal sample menu of a child's meals, and the public schools are forever having "Johnny Carrot" talks on their health programs. Even the U. S. government has issued fine bulletins on this subject with a carefully-planned schedule of meals included.

Yet as I travel about, and "talk babies" with my friends I find that there are very few children who have really lived by many or all of these rules, who have really been brought up in strict adherence to the simple rules of health, which are hard to enforce at the start, I will admit, but which will pay in the end—oh, a hundred times over.

"My boy loves the Johnny Carrot talks," said a friend of mine, the mother of a puny little nine-year-old the other day, "But he won't eat carrots any better than before!"

Not long ago I attended a Health Lecture given by an exponent of a Child Welfare League. A woman with a thin little six-year-old child sat next to me. The child sucked a lollipop during the entire lecture. When the speaker came to the carrot-spinach discussion the woman said to me confidentially, "I think it's all a big fad. My child won't touch those things."

The other day I was sitting on the beach watching my own husky youngsters as they played in the sand with a frail little girl. The child's mother turned to me and said curiously, "I wish my child were as healthy as your two." She was an intelligent-looking woman, one who must have read, just as we all have, the many talks to parents

which the magazines offer. Yet she went on to say, "My little girl always has been puny. The other day she was real sick, but I have no faith in doctors for babies, or special feeding plans. My husband though, got nervous and called in a doctor, and, imagine it—he said it was because I gave her a big green apple to eat. As if an apple would hurt a great three-year-old child!"

Then and there, I think, I received my inspiration to tell you about my Judith, not in a boastful way, but to show some other mothers, possibly, that one can stick



A Texas "Judith"

to the rules and that they are not impossible and idealistic.

Judith is a really-truly child, six years old, as happy as any other little girl you know, who has had cereal for breakfast, and carrots and spinach for dinner, and bread and milk for supper, and absolutely nothing between meals throughout the six years of her life. Until she was five she had never tasted a piece of candy. Then,

because she was so grown-up, she was allowed one piece a week directly after her breakfast on Sunday mornings.

I can hear you "ohing" and "ahing" and pitying her now. She is far from needing your pity, however. Not ever having tasted candy it was no temptation to her and now that one piece a week is the source of more enjoyment to her than a bagful a day is to another child. I hear so many mothers say that it is outsiders who offer candy to the children and thus spoil their rules. Judith brings that candy home and keeps it in a little bag where it is carefully looked over Sunday morning, and, oh, such fun as she has, choosing the pieces! She often says, "Mother, Phyllis ate hers up but I'll have mine when hers is all gone."

Cereal for breakfast is as much a matter of course as the candy rule. It is cooked cereal, too, but I vary it for her as much as possible, though she rarely eats it with sugar as we never started out that way. "It's all in the start," is my motto, you see! Buttermilk, the lactic kind, has been another great factor in keeping her healthy. That, too, she started as a tiny child and now drinks at least a glassful a day. I vary the vegetables at noon as much as I can and Judith loves them all. A simple fruit or pudding is all she needs to top off a square meal which is larger than most grown-ups eat. Her appetite is im-

mense at all three meals. Accordingly she is as large and strong as a child several years older.

My husband and I are small and I have never been very strong. Judith's wonderful physique is certainly not an inheritance. I lay it to a real following of the early-to-bed rule (Judith has never sat up beyond eight P.M. in her life), to long restful naps in the middle of the day, which we still continue, and most of all to her meals which have truly been little diet lists, which have caused more than one caustic comment from friends and neighbors, yet which I feel have been the making of her strong little body.

It takes all kinds to make a world and some old-fashioned mothers may think their way has proved out, too, but for myself I am thankful that diet lists and carrot-talks have become so easy for mothers to procure. I was only an ignorant, untrained girl when Judith came, and now—well, now I feel like a quite sophisticated as well as a very proud mother. Who wouldn't be proud with a healthy little three-year-old son, who, following in Judith's footsteps, last year was adjudged first of hundreds of babies in the two- and three-year-old class in a Better Babies Health Contest held in this city?

Does the modern way of training children pay? I answer heartily, "It surely does!"

OUR SLAVE MOTHERS

Of course, mothers who slave their lives away doing housework and who fail to train their children to help them, have no one but themselves to blame. Children usually are what their parents train them to be. Booth Tarkington describes one mother of that kind. She was bending over the washtub the other day when a neighbor called from the next yard.

"Yes," said the mother cheerfully. "Yes, this is wash day, Mrs. O'Hoolahan, and washin' for eleven don't leave you with much spare time on your hands."

"Is that Marie I hear singin' to the ukelele in the parlor?"

"Yes, Mrs. O'Hoolahan, that's her. The help she is to me! Oh, dear, oh, dear, I don't know how I'd get along without that girl! Every Monday morning she gets out the ukelele or opens up the piano, and while I'm scrubbin' the clothes she sings the nices, cheerin'est pieces, like 'Mother's Day,' or 'Dear Mother in Dreams I See You,' or 'Lighten Mother's Tasks With Love,' and the work just rolls off like play I tell you, Mrs. O'Hoolahan, there ain't many girls like our Marie."

—*The Hope Chest.*

EDITORIAL

ARE YOU READY?

MOST important in the immediate foreground of interest is the 28th National Convention.

The stage is set at St. Paul.

The curtain goes up on May 5.

Subject: Training for Parenthood.

Are you to be there—to give out and take in inspiration and facts?

A National Convention has a value for each of its members. It means new, high standards of work; better technique for carrying out plans; finer leadership.

Go to the convention if you can. If you can't, try to get as much indirect radiation as possible through delegates, newspapers, radio and Child Welfare Magazine.

Don't miss any more than you can help, for this promises to be just a little better than any convention we have had.

WOULD OUTLAW WAR

When the department of superintendence of the National Education Association met in Chicago, Judge Florence Allen, of the Supreme Court of Ohio, urged systematic education for world peace in every public school in the country as the next forward step in education.

"Instead of working problems dealing with profits in hypothetical sales," she said, "school children should develop their mental faculties by extracting the square root of the reparations payments of the nations through the ages, or by computation of the economic losses of a single year of armed conflict."

The Parent-Teacher Association could be a tremendous power in putting over this program. Some associations are wondering what they can do. We have hardly begun to grasp the scope of our service to humanity. Outlawing war in one generation is worth working for.

TRAINING IN DOMESTICITY

Father is destined to become a well trained domestic partner after all, if the

Brooklyn Y. M. C. A. succeeds in gathering in the youth for a six weeks' course designed to help young men to fit themselves for matrimony.

Some have laughed, but not mother, and not the P.T.A., which stands squarely back of all training for the responsibilities of home life and parenthood.

Carroll M. Gibney, director of the educational department of the Brooklyn Y. M. C. A. at the Central Branch says:

"No human undertaking is more important than marriage, and yet none is entered with less preparation—especially on the part of the men. I believe there would be far less work for the divorce courts if both men and girls would consider the problem fully. They ought to be equally intelligent in the matter of managing their affairs, not each relying on the other to do the lion's share and neither one capable."

This course resembles the one well under way at the School of Education, Boston University, the first well developed course to be offered by any university as a broad preparation for successful home life.

BETTER SCHOOLS LEAGUE

The first annual convention of the new national organization, The Better Schools League, was held in January at Chicago, its avowed purpose "to launch a campaign of such force that the entire nation will be awakened to a full realization for the need of concerted action in the interest of better schools."

The League asks "What will make better schools?" And answers: "Better teachers; better physical school plants."

Several startling statements are made: 1,000,000 children are taught by seventh and eighth graders; 5,000,000 children are taught by untrained teachers in their teens; 10,000,000 children are taught by teachers without special preparation.

A chart showing how we spend our in-

come is significant. Though crime takes $8\frac{1}{4}$ per cent of our income; waste 14 per cent and luxuries 22 per cent, only $1\frac{1}{2}$ per cent is spent on schools, which means we *can* have good schools, so far as money is concerned, if we want them.

Granting the two big needs, good teachers, and adequate school plants, may we venture to add one more—better trained parents who will demand the best for their children and who are willing to pay the bills?

These are the fundamental principles of the League as adopted at the convention:

1. It is the fundamental right of every child to have an equal opportunity for

maximum self-development through education.

2. It is the individual responsibility of the citizen of today to the citizen of tomorrow to maintain education so that as the child develops into manhood he does not become a public liability, but a public asset.

3. It is the purpose of the Better Schools League to make practical the altruistic ideals embodied in the statements preceding, thereby creating in the minds of our citizenship a much greater appreciation of the layman's responsibility toward education.

M. S. M.

"HUMAN ENGINEERING"

BY J. BURT WEBSTER

WE quote the title, although the idea it suggests is very old. As far back as the beginnings of sacred history we read: "Line upon line and precept upon precept." This suggests the persistency with which parents, in the long ago, were to instruct their children in the principles of right living.

All parents want their children to grow to manhood and womanhood in such a manner that they will be able to fit into their places in life, well equipped for the stress and excitement of the struggle, acquitting themselves with individual credit and honor to their parents.

There is almost no end to that which has been written and said on this subject. Books, by the score, may be bought telling just how it is done. It reads easy. In practice it is different. We know from experience!

There is one suggestion I would ask you to seriously consider in the efforts you put forth.

Your child is a distinct and unique personality. He has a certain individuality that is his very own. There never was a boy like him before, there is none now, and there will never be another his exact counterpart. When he gave the first little cry of

protest, just after birth, he announced that *he* had arrived. He was no duplication, but a personality, wholly different from every one else in the whole human family, past, present, and future. He is a part of all that had gone before him. He is the inheritor of the ages of humanity; but he is *himself*, none other.

There will be personal, mental, and spiritual characteristics very similar to those of the parents who gave him birth. At times he will be like his mother; at other times, in all probability, like—very much like—his father. Again he will be a wonderful and strange combination of both. Even so, remember he is himself!

Therefore, in that perplexing, and often discouraging process of "bringing him up," as you admonish, discipline, and encourage him, do not attempt to have him act or think exactly as you do, neither expect that he will act or think exactly as you want him to. It is his individuality that is endeavoring to find self expression. Surround him with every influence for good, place noble ideals before him, and consciously or unconsciously keep him walking up and onward in the pathway beautiful.

But let him be himself!

Questions For a Mother to Ask Herself

IV

Is My Child Selfish? Why?

What opportunities to be anything else have I given him?

Is he put first and given the best of everything regardless of others?

Do I let him wait on me and help in the household?

Do I seek frequent opportunities for him to learn the pleasure of giving?

Has he pets to love and tend or do I tend them for him?

Does he have enough association with other children of his own age?

Prepared by

MARGARET J. STANNARD

EMILIE POULSSON

MAUDE LINDSAY

NOTE.—This is the fourth in a series of leaflets prepared under the direction of Margaret J. Stannard, of the Garland School of Homemaking. They were first used for distribution at the Child Welfare Cottage maintained during the war by the city of Boston. Local associations are urged to reprint these leaflets and distribute them among members.

THE KANSAS PLAN FOR BETTER MOVIES

A Seal of Endorsement for films on the Parent-Teacher Association list has been designed for use in Motion Picture Exhibitors' newspaper advertisements. There are a number of Kansas exhibitors who are using it. We are trying to have all of them use it. "Adult," "Family," or "High School Age" have to be printed above the seal to designate the classification of the pictures. If these words were incorporated in the seal they would have been too small to be easily read.



The seal makes the approval of the Parent-Teacher Association more easily recognized and is more distinctive than a printed endorsement on the advertisement. The parent, instead of trusting to an uncertain memory or referring back through numerous lists, can now tell at a glance through the Motion Picture advertisements just which theatres are showing the Parent-Teacher Association endorsed films and for what age they are suitable.

This simplifies the work of the film chairman. Long lists do not have to be read over at Parent-Teacher meetings. The newspapers print lists once a week. These lists are kept by the film chairman and all newspaper advertisements are checked to see the seal does not appear on a wrong picture. This can easily be done by one central committee.

By means of the seal the approved films are being advertised as they are exhibited regardless of sick chairman or summer vacations. In the summer, chairmen are gone and the local associations do not meet, yet summer is just the time when children are most free to go.

To use the seal it is necessary to have the co-operation of the exhibitors. This seems a difficult task but is really easy. Each state has a Motion Picture Theater Owners Association and all the state associations make up the Motion Picture Theater Owners of the United States.

At the Kansas State Convention of the Motion Picture Theater Owners Association a committee to co-operate with the Parent-Teacher Association's Better Films committee was appointed and the following resolution was adopted:

WHEREAS:

The Motion Picture Theater Owners of Kansas are desirous of exhibiting and advertising pictures that are of a high moral tone, of educational value and suitable for children of school age, and

WHEREAS:

The Parent-Teacher Associations of America do from time to time furnish lists of pictures approved and indorsed by their organization, therefore,

BE IT RESOLVED:

That the Motion Picture Theater Owners of Kansas, individually and collectively, will co-operate in every practical manner with the Parent-Teacher Association in the showing and advertising of films approved and indorsed by the Parent-Teacher Association.

RECOMMENDED BY COMMITTEE AND ADOPTED
IN CONVENTION, SEPTEMBER 24, 1923,
WICHITA, KANSAS

The committee members were chosen from the same towns as the Parent-Teacher Association Better Films district chairman.

The state chairman wrote to each chairman telling of this co-operation committee of exhibitors and enclosing the resolution. She was asked to see the local members of the exhibitive committee and co-operate with him.

The state chairman also wrote the exhibitor and gave him the name of the Parent-Teacher Association Better Films chairman, telling him she would furnish him the lists of films endorsed by the National Parent-Teacher Association and would gladly co-operate with him in advertising them. Enclosed was, also, the sample advertisement on which the Parent-Teacher Association's Seal of Endorsement was used.

It worked like a charm. The chairman felt confident she would be welcome. The exhibitor knew in advance what her mission was. He also saw how another exhibitor was co-operating with the Parent-Teacher Association, and so he felt more like co-operating himself.

All of our children instead of only one in nine should have the joys and advantages of kindergarten training. It is their right.

If there is no kindergarten in the school of your district, have a petition signed by the parents of twenty-five children of kindergarten age and present it to your school board. It may not be known to all of our members that the following states have laws especially providing for the establishment of kindergartens upon petition of parents: California, Arizona, Nevada, Kansas, Texas, Maine, Pennsylvania, Wisconsin and Illinois. In most of them the law says a kindergarten *must* be established on petition of the parents of twenty-five children of kindergarten age living in a school district. In every state it is desirable to petition for kindergartens but in the nine states mentioned the petitions would be especially effective.

Blank petitions and literature may be obtained from the National Kindergarten Association, No. 8 West 40th Street, New York City.

WORTH PASSING ON

The Avery P.T. A. in Webster Groves, Mo. collects papers, and the sum realized from their sale is used for a library fund to purchase books for a school library, the English teacher selecting them.

Bpffalo, N. Y., School 54 P.T. A. had a unique membership drive. On "Fathers' Night" after the meeting, handbills were distributed announcing the annual membership, and registration day which was on the same date as the School Visiting Day. On the bill were printed the aims and future plans for the P.T. A. The Visiting Day was so planned that the daddies could visit the school and early in the session the special committees were on hand. In the entrance hall red arrows pointed the way: on one "This way to the P.T. A.", on another "Join the P.T. A." and on another "Follow the arrows." Crowds of mothers and fathers followed the arrows which led to the assembly room where the officers, acting as hostesses, received the parents, tagging all who were members with red tags. Those who had not joined went to the enrollment booth, paid the dues and came back for their tag. The drive resulted in a gain of 134 members.

South Ryegate, Vt., School No. 6 P.T. A. celebrated Child-Welfare Day with a short play given by the children. This was given on Friday evening so that the children could stay and enjoy a candy hunt after the play. When the refreshments were served the little ones lighted the 27 candles on the Association Birthday cake.

Connecticut State Press chairman in a message sent to every club in the state calls attention to the pages in the March number of CHILD-WELFARE MAGAZINE on which Connecticut is mentioned. Naturally this number of the magazine will be read and this method will make for more readers.

Pennsylvania (as stated their new *Bulletin*) is "putting the pencil into Pennsylvania." At their last convention they adopted Kentucky's plan for raising funds. First-class lead pencils in blue with "Pennsylvania P.T. A." imprinted in gold were bought at \$2.45 a gross including parcel post: these are sold to business men, or a Tag Day is held when persons, contributing ten cents or more, are given a pencil. Later they are sold to school children at not less than five cents each. Half the proceeds are kept in the local treasury and the remainder sent to the state. Nearly three hundred gross have been sent out.

Ardenwald, Ore. P.T. A. had a spring Bird Day with an exhibit of bird houses made by the children, the best being given a blue ribbon. The Audubon Society furnished an excellent speaker on birds and bird study.

The principal of the *Bennett School, Charleston, S. C.* has offered a handsome silver loving cup to the district whose Vice President reports the largest number of new associations in proportion to the school enrollment as listed in the State Superintendent's report.

Vacation time is the time to use in forming new P.T. Associations, according to a report coming in from *California*. The state president spent some pleasant days in *Hilo, Hawaii* and talked parent-teacher work to her friends with the result that work was continued along the same line after her departure. The friend reports difficulty in getting any interest until the territorial advisor encouraged the idea and now we have a new P.T. Association in Hilo!

Isle of Hope P.T. A., Ga. has a well-organized and active Junior Auxiliary of twenty members meeting once a week. The school library has been enriched by more than one hundred books collected by these young enthusiasts. They consider themselves the "hand maidens and men" of the P.T. A., and hold themselves in readiness to help upon call.

David Prince Junior High School P.T. A., Jacksonville, Ill., in a contest which it is holding allows credits of one point each to mothers, and two to fathers for putting in a whole period in the classroom. It being understood that the parent was to go into the recitation at the beginning of the class and remain until dismissal. This measure was adopted, that the teachers and classes might not have undue disturbance. This decision also was made on the percentage basis. Parents sometimes spend two or three periods at the same visit.

There is no special recitation put on for visitors. It is the visiting of regular classroom work.

The teachers are enthusiastic over the benefits derived from this contact of parent, teacher and pupil under their everyday conditions.

Williamstown, West Virginia. On Tuesday evening, February 5th, we had "Go to School Night" for the elementary grades in Williamstown. Each of our ten teachers was in her room and each was given a recitation period of from four to ten minutes. Twenty of the younger parents were pupils.

The teacher had previously planned a number of stunts to be performed by the children. These consisted of health plays, classes in physical education, drills and songs, which were to have been given in the corridors where the parents were to halt in going from room to room as per schedule. Fortunately so many parents came that the stunts had to be deferred till classes were over, when they were staged in the auditorium.

Then came a burlesque commencement exercise for the parent-pupils who had made the eight grades and two special rooms in one evening. Rev. G. D. Sampson delivered a humorous class address. Imitation diplomas, made of colored construction paper, were presented.

Our regular attendance has been about forty, but on this occasion there were three hundred and fifty present, many of whom expressed a desire to become active members.

Our loyal corps of teachers and our P.T. A. president Mrs. C. H. Middleswart, feel that their efforts were highly rewarded.

C. L. McMAHAN, Superintendent.

NATIONAL OFFICE NOTES

BY FLORENCE V. WATKINS

When writing the National Office it is quite essential that the communication be addressed to Mrs. Arthur C. Watkins, Executive Secretary, 1201 Sixteenth Street, N. W., Washington, D. C. There are two National Offices in this building and mail may not be promptly delivered unless addressed to a person. Be sure, also, that the number is 1201.

Three new national leaflets (1) "Physical Growth of School Children," by Dr. Bird T. Baldwin, chairman of Child Hygiene, N. C. M. & P.-T. A., and Director Iowa Child Welfare Research Station. Contains two "Weight-Height-Age Tables"—one for girls and one for boys of school age. (2) "Suggestions for Developing an Educational Program for Racial and Social Health Among Parent-Teacher Associations," by Dr. Valeria Parker, National Chairman Committee on Racial Health, N. C. M. & P.-T. A. (3) "General Information and Bibliography." This leaflet is by the same author as (2) and supplements it.

The Austin High School Parent-Teacher Association in Chicago reports a membership of 1500. Is there any state having a high school or other local group as large as or larger than this? If there is such a group, please notify us.

One of our states of "great distances"—Montana—reports 100 active affiliated associations. Unless some states look out, Montana will outdistance them in number of locals.

Please remember that the P.-T. A. pins are fifty cents each in rolled gold, *in quantity*. If sent singly, each pin costs *fifty-five* cents. The solid gold pins are \$2.00 each. Many associations are presenting their retiring presidents with these pins as a mark of appreciation for the service rendered.

Allow the National Office to congratulate New Jersey on the fine campaign being waged to "Save forests by saving paper." This is a worthy cause. In a recent issue of their *Bulletin* we read: "Do not burn paper! . . . There is saved in this way the equivalent in pulp of the yield from 300,000 acres of growing trees each year. Next year let us make it a saving of 400,000 acres of trees!"

We have just received notification that the East Harlem Health Center has for distribution, free of charge except for transportation costs, a one reel film "It Works," which has been prepared to tell the story of the East Harlem Health Center demonstrations of New York City. The March issue of "Child Health" published by the American Child Health Association, 532 17th Street, N. W., Washington, D. C., contains an article in connection with this same demonstration which is illustrated. From the pictures and this article one would judge that most worthwhile work is being done at this center.

The American Legion is asking all of its friends to make contributions to care for and educate the fast growing army of war orphans. The method of collecting this money is through the sale of poppies, this being the official flower of the Legion. This sale will take place during the week preceding Memorial Day. The poppies will be sold at a small price, the proceeds being entirely devoted to welfare work.

How many of you have seen that book issued by the W. A. Wilde Co., Boston, Mass., by Frank H. Cheley, "The Job of Being a Dad"? James E. West, head of the Boy Scout Movement, has written the introduction. While primarily written for the fathers of boys it will also appeal to the fathers of girls, and both will be thrilled by this message. Read these chapter headings and see if you do not think it would be an excellent book to buy for your husband's surprise gift next week. Here are some of the headings chosen at random: "The Tragedy of the Neglected Boy," "A Dad's Real Job," "Your Greatest Gift to Your Son," "Holding the Boy at Home," "Developing a Good Animal," "Father, Son and Out-of-Doors," "Cultivating What Lies Above the Ears," "What Is in Your Boy's Pockets," "Where in the World Were Their Dads," "The Home, the Boy, and His Religious Education." The last part of the book should be read by every boy: "An Epilogue; The Debt We Owe Father."

The Wildes have issued another excellent book which will be appreciated by fathers and mothers. It is written by Dr. Alfred R. Stearns, for over twenty years principal of Phillips-Andover Academy. It is called "The Challenge of Youth," and is dedicated "To the Old Boys—My Constant Teachers." It is a small book—180 pages—but is packed full of thought-producing material. As stated on the cover of the book: "The tendencies of the age, temptations of modern life, the attitude of the home and society—all call for clear thinking and just action. Youth asks only for a fair field and a fair chance and Dr. Stearns champions its cause." The chapters in this book would form excellent bases for study in any P.-T. A.

Some of you may remember that last year a Mrs. Oldham of North Carolina wrote for data concerning your State Branch, stating that she was preparing a pageant for use in her state on Child-Welfare Day. The pageant was used this year in many places in North Carolina, and next year will be used as the National Official Child-Welfare Day pageant. The North Carolina State Branch is defraying the expense of preparing the pageant. Isn't this a fine thing for them to do? From the reports coming into the National Office about the success of the meetings where the pageant was given this year, it must be very effective. Each State President will presently receive a communication from Mrs. Oldham concerning material for rewriting the pageant.

Among other interesting parts of the pageant are six tableaux illustrating the legislative program of the N. C. M. & P.-T. A. In Greensboro three of them were worked out as follows: "The peace representation was very effective. The children represented the nations of the world, wearing native costume and carrying the flags of the nations represented. They all laid down their arms and signed an agreement to war no more as Fielding Fry sang behind the scenes. The cleverness with which 'Prohibition' was worked out received much applause from the audience. The children were costumed as whiskey bottles, beer kegs and wine bottles in realistic fashion. A bar-room scene was invaded by the Vices swathed in black and labeled. Truth entered and dispersed disease and poverty. Spring Street School was one of the very best of the schools taking part. The actors were costumed as vegetables and fruits, showing what food is necessary to the protection of home. Old Dutch Cleanser was present and danced. Another dance was given by the Gold Dust Twins." Doesn't this sound interesting, and will you not enjoy presenting it next February?

Our new leaflet "The Style Show" seems to be very popular. In far off Juneau, Alaska, the local parent-teacher association presented a Style Show in an original way. Sixteen high school pupils acted as models and exhibited the dresses made by them during the present school year. There were bungalow aprons and simple house dresses, simple wool dresses, crêpe and serge used singly and in combination with contrasting materials, silk dresses, crêpe de chine, and black satin gowns.

Wash dresses and suits for younger children were also exhibited. This is a good way to show what can be done in the sewing classes in schools.

We now have copies of the pageant "Progress" by Walter Ben Hare, in the National Office and anyone desiring copies may secure them by inclosing check or money order for fifty cents. You will remember that this pageant was written "in commemoration of twenty-five years of progressive, constructive work by the N. C. M. & P.-T. A."

Tennessee has a fine new *Bulletin*! The first copy off the press was sent to the National Office and the force greatly appreciated this honor. Every member in Tennessee must be proud of this initial number which is full of most interesting material. Congratulations to her and also to Pennsylvania and South Carolina who have also taken this forward step!

The National Office has—at one time or another—received *Bulletins* from the following: North Carolina, New Jersey, New York, North Dakota, Missouri, Kentucky, Texas, Idaho, Georgia, Illinois, Massachusetts, Arizona, Oregon, Wisconsin, Michigan, Ohio, Washington, Iowa, Connecticut, Indiana, Mississippi, Rhode Island, Vermont, New Hampshire, Virginia, South Dakota, New Mexico, Tennessee, California (Second District), South Carolina and *Council Bulletin* of St. Paul, Minnesota. If any other states or councils or federations issue *Bulletins*, will they kindly see that copies are sent to the National Office, as well as to the National President and the National Press chairman?

NEWS OF THE STATES

ALABAMA

"FATHERS' NIGHT" AT ANNISTON

Fathers' night at the Quintard Avenue School was a great success. A large number of fathers came to evidence their interest in their children and in their education. Over one hundred and twenty-five parents were present, forty-seven fathers having registered. An orchestra rendered several enjoyable numbers. Dr. J. C. Craig opened with prayer, then Mrs. Hall made a most gracious address of welcome, saying among other things that as our association was a Parent-Teacher association and not a Mothers-Teacher association, that the fathers were members, and their interest and co-operation were asked and needed.

Judge R. B. Carr was then introduced and held the undivided attention of all with a magnificent address on "Anniston's Great Assets—Her Boys and Girls." He unfolded his theme splendidly, taking up all sides of their training, physical, mental, and religious, stressing the point that it was the duty of the parents and teachers to teach the important lesson of obedience in order that the boys and girls may grow up to be desirable citizens and our greatest asset, and not criminals—our greatest burden and liability.

Mr. J. M. Thornton then followed with a fine talk about what we were doing for our school children in the interest of their physical welfare.

Professor D. R. Murphey, superintendent of education, gave a masterly address on education; he spoke of the years lost by starting children to school late. He told us we spent twenty-eight dollars on the children in the grades and fifty dollars on the high-school students a year—certainly not too much considering the fact that in some places as much as one hundred and three dollars for a child is spent on the grades. He said Anniston was not behind any city in the state in the housing of its students. But that the schools must keep up with the growth of the city, and to do so a school the size of Quintard must be built every other year, and \$10,000 raised for maintenance and teachers. He congratulated us on our corps of teachers with their efficient principal, Miss Patti B. King. He also praised the school for its saving deposit of \$729.89, for ten weeks, saying that only two cities in the country held a better record than Anniston in this particular, and that if the high school matched the grade schools, Anniston would be second to none. The lessons and habit of thrift inculcated in the children will be invaluable to the community and state when the boys and girls of today have become the men and women of tomorrow. Anniston is in the forefront of education, but of course we can not keep up with the demand of the growth of the city unless our funds for school purposes are

commensurate with the growth of the population.

A feature of all parent-teaching meetings then followed, the awarding of the banner for the largest attendance of parents, though fathers, instead of mothers, were counted. The fifth grade, being Mrs. White's grade, won the banner, having sixteen fathers to its credit, after lively counting and much merriment, as some of the fathers were not posted as to what grade their children were in, nor who taught them. They will all know next time, coming provided, perhaps, with a list, as was one father who had children in nearly every grade.

ILLINOIS

A MESSAGE FROM THE HIGH SCHOOL COUNCIL OF THE ILLINOIS COUNCIL OF PARENT-TEACHER ASSOCIATIONS

While parents and teachers have been slow to realize the value of parent-teacher associations in the high schools, there has been a splendid awakening in Illinois in the last four or five years. Constructive programs such as the following furnish practical help: "A Reasonable Program of Social Activities for High School Girls and Boys"; "Home Study"; "Standards of Conduct"; "To What Extent Does Conduct at the High School Age Indicate Character"; "Problems of Youth in Present Day American Life"; "Freshman Problems from a Mother's View Point"; "Legitimate Complaints of Parents."

Associations in our high schools are stressing the value of nourishing food, more rest, less excitement, no indiscriminate automobile riding, no cigarette smoking, an appreciation of good music, good books, good times at home, athletics of every kind for every boy and girl, hikes, glee clubs, orchestras and bands, dramatic clubs, neighborhood parties, suitable dress.

A student aid fund is available in some associations for use by students who need financial aid.

The associations are working to arouse public sentiment against demoralizing movies, books, magazines, and vaudeville, in order to secure legislation at the next General Assembly.

A LIVE ORGANIZATION

The Parent-Teacher Association of the Austin High School, Chicago, claims to be the largest in the state with a membership of 1573 including a one hundred per cent teacher membership, which is a rare occurrence. The past two years have been the most successful in the history of the association.

One afternoon and one evening meeting is held each month of the school year, except December—during this month the activities of the association are directed toward preparing baskets of good things for the families of dependent students, to be delivered at Christmas time.

The afternoon meetings are for the mothers. The evening meetings are opened with a short business session after which the program chairman presents an entertainment feature and a speaker. At the March meeting Mr. McAndrew, the newly appointed Superintendent of Chicago Schools gave the address.

Last year approximately \$1100.00 was contributed by organizations and individuals to the student aid fund. Through the administration of this fund thirteen students were enabled to complete school.

Fine co-operation between grade and high school Parent-Teacher Associations, exchange of talent, and also wide publicity in city and local press have strengthened our work and contributed to our success.

HI-HOME-NITE OF THE PARENT-TEACHER ASSOCIATION OF SPRINGFIELD HIGH SCHOOL

This event, which is unique in the city of Springfield, originated three years ago when a communication from the board of education stated that the standard of the high school could never be much higher than the standard set by the home and by the city. A committee on "Standards" was appointed which resulted in a set of resolutions pertaining to the responsibilities of the home in co-operating more fully with the aims of the high school. These resolutions were indorsed by over a hundred prominent citizens as well as by leaders of the various civic organizations pertaining to the youth of the city.

The committee found that there were so many outside activities for the high school pupil that little time was left for proper preparation of school work, and these organizations agreed to leave the school nights as free as possible for home study.

The committee also found that many boys and girls were members of secret societies. The principal of the high school backed by the members of the board of education commenced enforcing the law pertaining to high school fraternities and sororities. A test case was tried in the circuit court—and upon appeal to the supreme court of Illinois, the validity of the law barring fraternities from the schools of the state was upheld.

This set of resolutions was read and accepted unanimously by more than a thousand parents at the first annual meeting which was held in the auditorium of the high school. A copy of these resolutions is mailed at the beginning of each school year to each parent from the high school office.

The second annual meeting was held the following year, when the parent-teacher association arranged for a dinner to be held in the cafeteria of the high school. At this dinner every grade school and every civic organization of the city was represented. The attendance of the high school teachers was nearly one hundred per cent. The dinner was advertised by clever posters made by the students in the art department. After each of the general committee had submitted several slogans for the meeting—"Hi-Home-Nite" was selected as the best.

The third Hi-Home-Nite was held in February of this year and proved to be even more of a success than the two previous meetings. Sixty ladies as hostesses at tables set for ten at which were seated the hostess—her husband—two teachers and six parents of the high school. At one large table were gathered the proud fathers and mothers of the foot ball and basket ball boys with Mr. Baird, the much-beloved coach, and his wife as guests of honor.

After an excellent four-course dinner was served, for fifty cents, in the cafeteria, the company adjourned to the auditorium. Mrs. Louis Coe, the president, announced the program. Seated on the platform was the high school band which was organized this year. The president ex-

plained that through the generosity of the Rotary Club of Springfield which contributed over a thousand dollars towards the instruments, and through the leadership of Mr. Patrick, one of the teachers—this part of the program was made possible. The boys, forty in number, played several selections very creditably.

Mr. D. W. McCoy, the new principal, was then presented to the audience. He spoke at length on his impressions of the high school and of the plans for the future. He emphasized especially the need of bringing out the individuality of each pupil.

A serio-comic debate was then staged by Lyman K. Davis, assistant principal and past master in all debates. The question, "Resolved, that the high school day be lengthened to eliminate home study" was discussed by four of the leading clergymen of the city. The audience by a rising vote gave the decision to the negative.

IOWA

DES MOINES' GREAT WORK

The Des Moines Council of Parent-Teacher Associations is composed of fifty-six local P.-T. A.'s, each one being represented in the council by its president and two delegates.

This year the constitution was changed to conform to the state and national, and the work is now carried on under departments. Five of these departments, with committees, are the same as the state and national, and two additional departments, Emergency and Service, have been found necessary because of the local work. The Emergency Department includes Shoe Fund, Milk and Red Cross Work Room committees. The Service includes Telephone, Social, Program and Roll Call committees.

The September meeting of the council was in the form of a party in honor of the principals of our public schools. At that time a father, Rev. C. E. Rash, spoke of the great need of intelligent co-operation on the part of the parents with the teaching force of our schools. Mrs. H. G. Drake spoke from a mother's viewpoint. Several principals told in what way parents could be of assistance to them. J. W. Studebaker, superintendent of public schools, then gave a brief talk on the benefits derived from the linking together of the home and school, and a social hour followed, with the social committee in charge, when coffee and home made cakes were served.

At the October meeting the new constitution was adopted and the plans for the year outlined. Each department was made responsible for one month's meeting. November, Emergency; December, Education; January, Health; February, Organization and Efficiency; March, Public Welfare; April, Home Service. The Service Department had charge of the September meeting and helped with the February birthday party.

One of the outstanding things of the year's work and one which will no doubt bring wonderful return in the appointment as heads of departments and members of committees of many educators and those connected with educational matters; for example, the Education Department is under the guidance of three principals, and the Health Department is in charge of those who form the Health Department of our public schools. Many teachers are members of other committees.

The Red Cross Work Room is a room established and kept up by the Red Cross, where second-hand clothing is mended and made over and given out on requisition to all the welfare agencies of Des Moines. The volunteer workers were furnished by the Council Red Cross Work Room committee. Last year 1,034 women gave of their time in this room. Eight thousand three hundred and three garments were given out, thereby aiding 2,363 people of whom 2,031 were children.

The Health Department helped sponsor a Baby Health Contest put on by a daily paper in order to stress health, not beauty. The Home Service Department is planning to start mothers' Child Study Circles for mothers of pre-school age children in all schools. This department is also planning through its Home Education Committee to be of help to the high school principals in solving some of their problems. The Public Welfare Department through its Juvenile Protection Committee is hoping to establish a rest room down town for working girls where they may have the comforts of home and congenial surroundings during their noon hour.

During Education Week the council wished to do something of lasting value and so sponsored a plan to place in every school a framed copy of the Constitution of the United States. This was done and these copies were so presented as to place the Constitution on a par with the flag in the minds of the children. It is hoped that this will make it easy to have the Constitution of the United States take its proper place in the respect of the next generation.

The council can report two high school P.-T. A.'s, each with a membership of over one thousand.

DE SOTO HOLDS SUCCESSFUL BANQUET

One of the high spots in community activity this winter in De Soto was the Fathers and Sons and the Mothers and Daughters banquets sponsored by the De Soto Parent-Teacher association. The first evening was given over to the fathers and sons dinner, when the mothers and daughters assumed responsibility; on the second evening, the mothers and daughters were the banqueted and the fathers and sons carried the responsibility. Good feeling was developed and a new community spirit was born out of the occasion.

The banquets were served in the gymnasium of the fine, new school building. The long tables were decorated in red and white in honor of Washington's birthday anniversary, and each place was marked by a red and white hatchet tied with blue ribbons. More than 150 were seated at the mothers and daughters dinner. The speakers were mothers of the community, with Mrs. Chas. F. Pye, of the P.-T. A. state headquarters, Des Moines, and the county superintendent, Miss Hills, as special speakers. An orchestra of high school boys furnished the music and community singing helped to create good fellowship. Superintendent Wright of the public schools gave fine co-operation.

RURAL P.-T. A. SERVES AS A COMMUNITY CLUB

During the last two years the Loveland Rural P.-T. A. has held fifteen monthly community meetings. Sometimes, owing to the weather and too many other engagements, it was not able to

hold them. Loveland first organized as a township group, but at the present time its membership is taken from several school districts. Its meetings are community meetings, at which games are played, programs are given and refreshments are served. The P.-T. A. has helped to pay for a piano, which is used for these community meetings and the Farmers' Union Programs. It has observed national song week. During the summer the P.-T. A. is kept going even though the attendance is not always large.

Some of the topics presented at the meetings have been: Teaching Economy to Children, Citizenship, Reading, Social Training, Health Hygiene, Value of Education (entire program in charge of men), Vacations and Their Value, Child Welfare Work, Teaching Thrift to Children, Recreation for Children and Safety First.

The leaders of the community feel that the association has brought about a better feeling between the patrons and schools.

The idea in using this work for several school districts was to reach more patrons and to make the meetings of more interest to all. So many of the rural schools do not have lamps or seating room to accommodate the patrons for an evening. Then, by holding the community in Loveland, the P.-T. A. was able to secure the use of a large store building to accommodate the program and games.

NEW JERSEY

Constructive work for the betterment of conditions for child culture and development is being emphasized through various channels. The twenty-four state departments cover many phases of education and constitute a "four-cylinder machine" traveling through Home, School, Church and State. The home side of education and parental responsibility are receiving more attention than ever before. The time and the temperament of the P.-T. A. constituents seem ripe for hard pressing of this primary aim and purpose of the organization. The convention theme for next November is "The Home, the Bulwark of the Nation." Throughout all counties a strong effort to get the fathers more vitally interested and expressive of their interest by active participation in the meetings has met with marvelous success. Fathers' Night programs, Father and Son meetings and Men's Divisions of the P.-T. A. have held their places on programs. Camden has just attracted state-wide attention by the Cassady School Fathers' Association. Three hundred men attended the first meeting. Members of the City Commission and the city Board of Education were present. The purpose set forth was to bring the fathers of children and other men of the community together for the purpose of promoting educational interest and assisting in all that pertains to child welfare. An address by Dr. James Ryan, of Frankford High School, Philadelphia, on "Our Schools," opened the way for great work. Father talent was utilized.

Mother and Daughter meetings have opened a great path into the homes. Pre-School Circles are forming in both urban and rural schools. Mercer and Camden Counties, co-operating with the State Board of Health are carrying on a course of Social Hygiene lectures by experts. Representatives from all associations form classes to attend the meetings and they, in turn, carry the message

to their home groups. This plan of P.-T. A. extension work has been valuable beyond measure. It has opened up a way to home education.

Religious training in the home is stimulated directly by increasing Mothers' Circles in churches and by the Father and Son Department. The relation of religion to school education has been the theme of several addresses by school men of high standing. "Heredity and Deportment" as a home study subject through mental hygiene department has had state-wide attention.

Citizenship has been a part of every program in some way, according to the special problems. An unusual meeting was held at Newfield, Gloucester County, when an Italian speaker of note addressed the P.-T. A., both Americans and Italians being present, an interpreter giving the former his attention. This reversing of the usual meeting plan was very successful.

Gradually health education is finding a firmer footing in the home plans. P.-T. A.'s have had Health Club questions printed and sent into every home. Nutrition classes have been formed with groups of mothers going out to teach others. Hot noon lunches have become a practical outcome of the nutrition theory in a large per cent of rural schools. Undernourished children are given milk at recess. Not a little stress has been placed on home duties for children such as were common a decade and more ago. The value of this passing custom has been impressed upon parents by educators.

The legislative department has been in attendance at hearings on bills relating to education, child labor, and all that affects the welfare of the home and child. The purport of the bills, their relation to local conditions and a means of supporting them has been constantly kept before associations. The bill on Equal Opportunities for All Children brought over one hundred and twenty P.-T. A. fathers and mothers to its hearing in the Senate. Mrs. Katherine Ward Sloan of the National Child Labor Association, has been at the service of the P.-T. A. and the very fundamentals of the child labor problems as well as all sides of the proposed amendment have become familiar where before the words Child Labor meant nothing to rural New Jersey.

BUREAU OF SPEAKERS

One of the most satisfying advancements has been due to the forming in several counties of a County Bureau of Speakers, consisting of men and women of the county—educators, business and professional people and P.-T. A. leaders who are ready to speak upon call.

INTER-COUNTY COUNCILS

Inter-county officers' councils are proving to be clearing houses for difficulties and fountain heads of inspiration. The northern, central and southern counties are grouped for convenience in time and distance. The respective vice-presidents have charge of the annual councils, thus relieving the state president. The efficiency of the council has been increased this year by having only one speaker on the program, the time being given to reports of local presidents, discussion of these, questions and an open forum. Practically the same program is carried out at the three councils, which are held in March.

Gloucester County, pioneer in fostering the P.T. A. movement, has 100 per cent P.T. A. organization in the Helping Teacher districts, there being three schools in the county without organizations. (The county is 13,538 urban and 35,686 rural population.) Camden County has just launched a big project—A School Nurse for Every School. Music appreciation was a former project and a Victrola has been placed in every school. Recreation and health with relation to leisure hours, amusements, movies, etc., was made a county project and somewhat uniform programs carried out in all associations.

STUDY FOR P.T. A. PRESIDENTS

A new line just taken up in Camden County is the study of Parliamentary Law by P.T. A. presidents. An expert has been secured to instruct. This came on demand of officers who wished to prepare themselves for their position.

PRESS DEPARTMENT

The work has outgrown the time and strength of the state chairman and also of some counties. One county has appointed an assistant who is an expert stenographer and she gives a day a week. Space in religious papers, columns in large daily papers and concentrated publicity on certain days gives more than we can condense for state use. The goal, County Press Departments—100 per cent strong—has surpassed the best hopes.

A new state news organ, "Quarterly Review" has made its first appearance. It is a sixteen page magazine with Mrs. Henry M. Maxson, as editor.

It has been a privilege and we believe one of its greatest services, for the Congress to carry, via the P.T. A. route, much information and intelligence regarding the aims of the State Department of Education into the homes. Physical training nights, when the parents have been shown and told just what that department is doing have, in many cases, changed the attitude of whole communities. Class room demonstrations of modern methods of teaching have brought revelations and consequent parental co-operation. New Jersey is growing. Twenty counties are organized and all declare themselves in their very beginning. New demands, farther visions, open fields and fresh beginnings constantly spur every department and association. Quoting one of our County Chairmen, we are

"Looking backward thankfully,
Looking forward hopefully,
Looking upward prayerfully,
Looking onward faithfully."

OHIO

In October the management of the Hollenden Hotel in Cleveland invited the Cleveland Congress of Mothers and Parent-Teacher Associations of which Mrs. A. J. Smith, 1265 E. 143d Street, is president, to hold their monthly meeting in one of the parlors. Later, the hotel gave them a room for a permanent office, donating most of the furnishings. Some one is at the room part of every day, giving out literature or answering questions.

At Christmas time the Congress gave a party in the hotel ball room, to about sixty girls from boarding homes, supervised by the Humane Society. A tree which held a gift for each guest,

games, a program and refreshments made a wonderful evening for everyone; many of the girls had never attended a party before.

January 16th a musical was given in the ball room to which about a thousand persons came and which netted the Cleveland Congress a fine sum of money. The February social event was a Martha Washington tea. These affairs always result in increased membership, though they are primarily for making members better acquainted with each other. At the last regular meeting in the Hollenden, six new associations joined, making a total of eighty-two clubs in the city of Cleveland.

Health work has been the paramount issue this year. Health classes are carried on through the Red Cross teaching centers and are most effective and helpful. "Have a health examination on your birthday" has been stressed by the Cleveland groups everywhere.

Newton D. Baker addressed the Congress recently on the *League of Nations* and Miss Marie Wing spoke on *Outlawing War*. The Legislative Committee is arousing much interest at present on the Child Labor Amendment.

Local clubs are busy everywhere as well as doing work for the undernourished children, furnishing equipment where needed, contributing funds to the Ohio Child Welfare Extension work.

All Parent-Teacher friends are invited to attend any of the meetings and when in Cleveland will be welcomed at the Hollenden.

FOUNDERS' DAY IN COLUMBUS

Celebrating Founders' Day the Columbus and Franklin County Council entertained with a tea on Friday, Feb. 15, to which all Parent-Teacher members were invited. Reservations in advance were 350. A short program was given, which included reports from the district vice-presidents, there being four in the city, and a round table conference with discussion of "Ways to Increase Membership," "Work of the Social Committee," and "Value of Publicity." A Health Circus by boys of the Fulton Street School was one of the very clever features of the afternoon.

Another attractive feature of the occasion was a beautiful birthday cake with twenty-seven candles, baked and donated by Mrs. H. G. Watson, our social chairman. At the close of the afternoon it was auctioned off—thus swelling the fund for Extension Work; the buyer of the cake then presented it to Mrs. Clarence Allen of Cleveland, one of our guests of honor, who had the distinction of having been present at the original Founders' Day in Washington, D. C., twenty-seven years ago.

Individual associations are planning many programs of interest for Founders' Day. One of the most original seems that of Linden School, where the association is arranging a Friendship luncheon preceding the regular meeting.

At an early February meeting, Columbus associations reported a membership of 7939, with one or two groups not yet reported. With our Superintendent, J. G. Collicott, expressing himself as "hoping soon to see the time when there will be an active Parent-Teacher Association in every school," we are anticipating a report of 10,000 for our 28th anniversary Founders' Day celebration.

TEXAS

Service is the motto of the Parent-Teacher Associations which are affiliated with the Dallas Council of Mothers. Probably few who do not work with the organization realize the amount of service which is given to the children and parents of Dallas through the efforts of the Council.

Within the last score of years the school libraries and lunch-rooms have made their appearance in the Dallas schools. First these were on a small scale, but they have developed rapidly and have become an important factor in making the Dallas school system rank with the best in the country. The parent-teacher reports show that each association is directly concerned in the library and lunch-room of its particular school.

For several years, until the current year, the Council maintained a free clinic in South Dallas, with an attending nurse to care for all children and mothers who might apply for help. This year the Council is supporting a nurse who visits the schools under the supervision of the Board of Education for the purpose of finding all children who need attention to eyes, teeth, throats, or require general medical help.

Committees which will serve as chaperones for the high school dances were appointed at the last meeting of the North Dallas High School Parent-Teacher Association, held at the school. These dances are for high school students only. The mothers divided themselves into freshman, sophomore, junior and senior circles to work for better co-operation between the student and the mother.

Students in the school who need financial aid are given work in the office and may borrow from the student loan fund.

The Parent-Teacher Association of Lipscomb School voted to adopt Virgil Thompson, a crippled child at the Shriner Hospital. A book shower was immediately planned for him and a committee was appointed to arrange for the systematic care of the child.

It was also voted to pay \$400 on the play shed which has just been completed.

In the Reagan School Parent-Teacher Association the chairman of the committee on entertaining the midyear graduates reported that a moving picture party was tendered the twenty-eight graduates, all of whom have entered high school.

Music memory contest buttons have been distributed to the winners, who secured a prize of \$15 for Reagan School.

The Welfare Chairman reported that a pair of glasses has been provided for the second child sent to the association by the health teacher. Money is provided by the association to pay for meal tickets for two children who work in the lunch-room to maintain their self-respect.

The association voted to frame a picture which was bought by children of the fifth grade for their room.

The moving picture chairman reported that two shows have been given to pupils during the month.

The January graduating class presented two ornamental lights to the school for the entrance to the auditorium.

The Terry School Association has purchased twenty-seven trees for the school grounds at a cost of \$65; a dictionary for the school and some

pictures necessary for the art contest were also purchased.

The visiting nurse supported by the Silberstein School Council spent one entire day at the school examining the children whom the teachers reported as needing attention.

It was voted at the regular meeting of the club to indorse the bill which would give high wages to postal clerks, and messages to that effect were sent by the association to proper authorities.

More than \$100 was realized from the presentation of "The Doll Shop." A curtain has been purchased for the auditorium, and a stereopticon machine has been bought for the purpose of aiding the art memory contest.

Cement walks have been completed at the school, for which the students and teachers have voiced their appreciation to the Board of Education.

The Ben Arnold Parent-Teacher Association launched a membership campaign the 12th of October, which resulted in the increase of members from eight to twenty-six. The members meet regularly once a month, having a program meeting and business meeting combined.

The association, besides furnishing playground equipment, reference books and maps, has furnished the Domestic Science Club girls with an oil stove and are making plans to immediately purchase canning equipment for their spring canning.

Quarterly social meetings are enjoyed by all the members. In February we had an "open house" meeting, celebrating the birthday of the National Congress of Mothers and Parent-Teacher Associations. An interesting program, "Lighting the Birthday Candles" was rendered and the birthday cake was sold for ten dollars, which was sent to the National Congress as a birthday offering.

A LETTER TO THE EDITOR

"In reading over your magazine I feel that it would be of interest to others to hear of a little town seventy miles from a railroad that has a flourishing Parent-Teacher Association and we are doing a fine work in the town.

"The Sonora, Texas, Parent-Teacher Association was organized in 1918 and we have a membership of fifty-six. During its organization we have been responsible for the buying of a picture machine, drinking fountains, equipping the School Auditorium with curtains, stage and scenery. Put in over \$500.00 in playground apparatus, brought the Lyceum numbers each year to our town, had art exhibits. Our past year's work has been spent in equipping a Domestic Science Room where the services of the County Demonstrator are given for the benefit of the school children. This demonstrator is in the county owing to the work of the Parent-Teacher Association and through the co-operation of the County Commissioners. We feel that the Parent-Teacher Association has had a vital influence on the community as we have worked together for the benefit of the School, Child and Home. Have had many evening meetings where the fathers attended; last year we made and spent over \$1,100.00 in the school and this year we expect to do as well.

"Mrs. LILLIAN G. GILMORE,
"President."

Third Health Crusade Article

Malnutrition *has become* *a national menace*

DURING the war days Herbert Hoover brought 1,200,000 starving little Belgians back to health and strength. And he did it with condensed milk.

Since that time the Near East Relief is rejuvenating hundreds of thousands more each year. And they do it with condensed milk.

But here in the United States of America --where we brag of our prosperity--we have 6,000,000 malnourished children of our own. And we do less for them than for the orphans of Europe.

Perhaps this picture looks exaggerated to you. But actually it is only the briefest peep at the real situation which is so serious that it is fast becoming a national menace.

For those 6,000,000 school children constitute one-third of our child population—one-third of our citizens of the future. And you can't make good citizens out of half-fed children. Health is the foundation on which to build brains and character.

Because the public is not alive to the dangers of malnutrition among American children the Borden Company—world's largest and oldest milk company—has undertaken to promote the Health Crusade. The treatment of malnutrition leads inevitably to the greater consumption of milk, which is the child's basic food. So it is natural for the Borden Company, leader in the milk industry, to take the initiative in this movement.

What condensed milk has done for the starving children of Europe it can do for the malnourished children of the United States.

Scientific experiments conducted by the

Nutrition Department of the Borden Company among 1000 public school children show conclusively that malnutrition can be overcome by the observance of health rules and the addition of Borden's Eagle Brand Milk to the child's daily diet. Tons of Eagle Brand went overseas to save Europe's children; tons of it are being consumed in this country.

For Eagle Brand is pure whole country milk combined scientifically with sugar. It contains proteins, carbohydrates, vitamins—all elements essential to health and growth. Particularly, it is rich in heat-giving and energy-giving food which is the first need of the malnourished child.

3 Little Books will help you

Complete information about malnutrition—in simple readable form—is contained in the famous 3 Little Books issued by the Borden Company. The 3 Little Books will tell you how to recognize malnutrition and what to do for it. They explain simple health rules and show you how to interest the child in his health in the right way. They contain height and weight charts, a record of the Borden experiments, calory tables, vitamin tables, and all kinds of information concerning the nourishment of children from 2 to 15 years old. You cannot do without these books. There are no others like them. Write at once for your set because they are in great demand. Each mother is entitled to one free set. Use the coupon below—today. **THE BORDEN COMPANY, 394 Borden Bldg., 350 Madison Ave., New York, N. Y.**



Build up the underweight child with Eagle Brand. Use 2 table-spoonfuls to $\frac{1}{2}$ cup (standard measure) cold water. (Pour the milk from the can to the spoon.)

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WISCONSIN

A résumé of the splendid accomplishments of Kenosha's Parent-Teacher associations is in keeping with the celebration of Founders' Day, Feb. 17, the anniversary of the National Parent-Teacher Association. For many years Kenosha has had parent-teacher associations, but this year has seen them bigger and more influential than ever.

LINCOLN JUNIOR HIGH SCHOOL

The first Parent-Teacher Association of the Lincoln School was organized in 1917.

During the years a moving picture machine was purchased for the school. A Cheney victrola was later purchased for use in the school. For the use of the moving picture machine special curtains were necessary. These also were furnished by the Association. All movements for the betterment and needs of the Boy and Girl Scouts have received full co-operation. In depressing times Thanksgiving and Christmas baskets were made up and sent out in the Lincoln district to brighten otherwise cheerless homes.

MCKINLEY JUNIOR HIGH SCHOOL

The first meeting of the Orchard Knoll Parent-Teacher Association was held in 1917, and Orchard Knoll, being a small pioneer district, felt very proud of an average attendance of sixty-five parents. The beginning and success of the Orchard Knoll Parent-Teacher Association is largely due to the untiring efforts and earnest co-operation of its principal, Mrs. Ella Williams, who has left no stone unturned in the advancement of the work.

The next step from the Orchard Knoll was into the beautiful new McKinley building, when it became the McKinley Parent-Teacher Association. The membership increased remarkably, having an average of one hundred and fifty.

Teachers and parents have co-operated wonderfully and all are working hand in hand for the good of the association. Money spent for the school amounted to about \$200 with which they purchased 350 dishes, 50 trays for the cafeteria, pictures, 3 suits for basketball players, scales for weighing children, equipment advised by nurse. Boy Scouts have been sent to camp. The Association sends flowers to sick members, calls and cheers them, and if they need it, food is taken to them. A teachers' rest room has also been furnished.

WASHINGTON JUNIOR HIGH SCHOOL

The report of the Washington School is written in fiction form with an unusual touch of interest and humor.

"Good morning, Mrs. Jones!"

"Good morning, Mrs. Brown. You'll be sure to remember our date for to-morrow afternoon, won't you?"

"Nothing will keep me home," replied Mrs. Brown. "Why, Johnny's teacher says she's always looking for me at the Parent-Teacher Association, and I don't want to disappoint her. And I love their programs."

It was four-thirty and these neighbors were again chatting when Miss Smith, Johnny's teacher, came by on her way from school. Greeting both ladies cordially, she said: "You're both going to the Parent-Teacher Association meeting to-morrow afternoon, aren't you? It's my only chance of meeting the mothers, and I'm finding such good friends among them."

"How hard the committee works to raise money! And how many nice things they have done! I can hardly wait for spring time when those new screens will be on. Then we can have the windows open and not be bothered with flies. Have you seen the teachers' rest room? No! Well, do look in to-morrow and see the comfortable chair and couch the Parent-Teacher Association has provided."

"We certainly shall," replied Mrs. Brown. "I hear we are to use our new plates and cups and saucers, too. The refreshments always make a pleasant social hour."

Mrs. Brown continued, "Johnny is so proud of his honor-roll cards which the Parent-Teacher Association is providing, and last semester he grew an inch taller when he had been put on the honor roll three times and earned an honor-roll pin. That was certainly a good idea."

Then Mrs. White and Mrs. Young came along on their way home after a past presidents' meeting and stopped to greet the little group.

"Mrs. White," said Mrs. Jones, "You were our first president. How old is our Parent-Teacher Association?"

"Why, we're the baby organization of the city. Only three years old last fall."

"My, but we've grown fast," said Mrs. Brown. "That reminds me—how thankful I am that you took up the matter last fall of having a big policeman at Milwaukee Avenue to see that the little folks get safely across. The autos come so fast it's very dangerous."

"And," continued Mrs. Young, "we have given a helping hand to those outside of Kenosha. Don't you remember, Mrs. White, how the Parent-Teacher Association voted generous sums for the Near East Relief and sent money to the State Fund for Literature to go to small towns wanting to organize and not knowing how?"

And so parents and teachers and friends are working to build up the finest possible community organization in the Washington Parent-Teacher Association.

PAST PRESIDENTS FIRST IN COUNTRY

The past Presidents of the Parent-Teacher Association were organized in June, 1923, at a luncheon held at the Elks' Home. The organization is a unique one, being the first and only one of its kind in the country.

As the name signifies, it includes both men and women, but to be eligible for membership one must have been a leader in child welfare work. The dues are one dollar a year, and the association is an affiliated club with the National Parent-Teacher Association; the membership numbers more than thirty.

The purpose of the organization is to stand as a reserve force ready to assist the Parent-Teacher Associations throughout the city in any way they may demand. They have taken an active part in the agitation for a dance hall ordinance and their president is a member of the City Manager's Advisory Board of Women, the Better Films and the Good Literature Committees.

Meetings of this organization are held the second Monday of each month at the homes of the members. This year the association has chosen a constructive program, devoting a half hour to the study of parliamentary procedure followed by a lecture.



COLUMBIA UNIVERSITY

Home Study Courses

A Step in the Right Direction

WHEN Columbia University established its Home Study Courses it took a step which many educators thought radical for an institution of its standing and traditions.

However, the step was one in the right direction.

That the courses have met a long felt need and have greatly broadened the scope of Columbia's service is evidenced by the volume of responses to these announcements which have been received from all parts of the country. The mere statement of the fact that the educational facilities of Columbia could be taken advantage of by a student in Maine or California, in the Dakotas or Florida, proved to be a clarion call which evoked instant answer from men and women in greatly varied walks of life.

The Columbia Home Study Courses are prepared and conducted by members of the University teaching staff, with whom each student is in direct contact throughout the course. The Home Study Courses, however, have been organized differently from the resident college courses so that they may be conducted in writing and so that the instructor may supervise the work of each student and test it for thoroughness.

Many of these courses are specifically planned to increase the student's business efficiency, others are of the purely cultural type which broaden the mental horizon and bring into one's life the added interest which always accompanies greater knowledge.

Your personal inclination may lead you in one direction or in the other. In either event the Columbia Home Study Courses offer you opportunity to attain, without interference with your present duties or vocation and from a truly national university, most of the advantages which a resident course would give you. Although no point credits toward an academic degree are given for the work in the Home Study Department, the University's Certificate is issued upon the satisfactory completion of each course.

If you will write to the University you will receive all information regarding the Home Study Courses.

The following are a few of the many subjects covered by the Home Study Courses:

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French
Drafting
Business
Psychology of Advertising
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Sociology
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Typography
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Home Study Department, Room _____, Columbia University, New York City. Please send me the Bulletin of Columbia Home Study Courses. I am especially interested in the following:

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